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The Chicago Teacher Corps Program as a Factor in Recruiting and Training Qualified Teachers for Inner-City Schools

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THE CHICAGO TEACHER CORPS PROGRAM AS A FACTOR IN
RECRUITING AND TRAINING QUALIFIED TEACHERS
FOR INNER-CITY SCHOOLS

by

Ernest C. Billups

A Dissertation Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
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CHAPTER I

INTRODUCTION

The issue of improving the quality of education in inner-city schools is one that has existed for some time. Today, with an increased awareness of the value of education as an aid that can be used to help correct many social problems, the quality of education offered has become a matter of great importance. The following sentence emphasizes this point:

Perhaps the most critical issue now facing educators and their communities is the development of successful educational programs for the children of the poor, whether they live in urban ghettos, depressed rural areas, or on remote Indian reservations.¹

Accompanying this greater awareness are demands that something be done immediately to ameliorate this situation. Complaints are heard from all segments of society; parents, students, newspapers, private industries, governmental agencies and civic groups.²

In addition to the opinions of the groups mentioned above, another expression of this dissatisfaction can be understood by the statement made by some teachers assigned to inner-city schools that colleges and universities have not properly prepared them to teach successfully in these schools. Their

1. The Education Professions (Washington: U.S. Department of Health, Education, and Welfare, U.S. Office of Education, 1969), p. 100.

2. Beatrice M. Hill and Nelson S. Burke, "Some Disadvantaged Youths Look at Their Schools". The Journal of Negro Education, XXXVII (Spring, 1968), pp. 135-139.

major grievance seems to be that their preparation for teaching was directed towards an idealized middle class situation. Levy's remarks clearly illustrate this position:

As to my reactions to Harlem teaching, let me say that I was initially unprepared and totally at loss. My experiences at Harvard were centered mainly on curriculum improvements (or 'how to get College Level Concepts down into the Elementary Schools') and around middle-class suburban children. Harvard's assumptions, methods, and approaches simply did not prepare me at all and are totally irrelevant to the lower-class urban Negro children I am teaching.³

In an attempt to improve this type of instruction offered in the inner-city, a plethora of material pertaining to suggestions that will aid in improving the education of so-called disadvantaged or culturally deprived children has been formulated, discussed and published. Although there are very definite dangers inherent in the practice of labeling any group as disadvantaged, the practice has wide usage. Crow and others discuss the question of whether in inner-city student, the average teacher working in an inner-city school or both should be considered disadvantaged:

Both teachers and children are disadvantaged with respect to each other. The teacher may have a college education which gave little or no attention to the handling of such children. As members of the middle-class, the teachers do not grasp the nature and needs of their charges.⁴

3. Betty Levy, "An Urban teacher Speaks Out", in Educating the Disadvantaged Learner: Part II of the Disadvantaged Learner, ed. Staten W. Webster (San Francisco: Chandler Publishing Company, 1966), p. 430.

4. Lester D. Crow, Walter I. Murray, and Hugh H. Smythe, Educating the Culturally Disadvantaged Child: Principles and Programs, (New York: David McKay, Inc., 1966), p. 94.

The matter of the harm that can develop from over generalization in this area is presented by Clift:

The tendency to lump all children of a racial ghetto under one heading of 'culturally disadvantaged' and to label them as therefore limitedly educable leads to the development and implementation of education procedures which stunt the ability of the child to learn and results in the self-fulfilling prophecy that they cannot learn. If it is assumed that a child cannot learn, he will not learn.⁵

Other objections to the practice of labeling a group of children culturally disadvantaged or deprived are also voiced by Bernard Mackler and Morsley G. Giddings,⁶ Ernest H. Austin, Jr.,⁷ Richard M. Bossone,⁸ and Marcia D. Zwier.⁹

With these limitations in mind, the material in this area which generally presents characteristics that are assumed to be possessed by inner-city students, personal characteristics that a person should have to be a successful teacher in the inner-city, and definite programs that should be used for the education of effective teachers for inner-city schools can be considered.

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5. Virgil A. Clift, "Further Consideration in the Education of the Disadvantaged", The Educational Forum, XXXII (January, 1970), p. 228.
 6. Bernard Mackler and Morsley G. Giddings, "Cultural Deprivation: A Study in Mythology", in Education and Social Crisis: Perspectives on Teaching Disadvantaged Youth, eds. Everett T. Keoch, Jr. and others (New York: John Wiley and Sons, Inc., 1966), pp. 393-398.
 7. Ernest H. Austin, Jr., "Cultural Deprivation-A Few Questions", in Education and Social Crisis: Perspectives on Teaching Disadvantaged Youths, eds. Everett T. Keoch, Jr. (New York: John Wiley and Sons, Inc., 1966), pp. 399-402.
 8. Richard M. Bossone, "Disadvantaged Teachers in Disadvantaged Schools", Contemporary Education, XLI (February, 1970), pp. 183-185.
 9. Marcia D. Zwier, "Disadvantaged Child-or Teacher", Education, LXXXVIII (November, 1967), pp. 156-159.

Teacher recruitment is very closely connected to the educational situation in the inner-city. At the present time various articles and reports are appearing in print to state that the national teacher shortage has ended.¹⁰ But inner-city schools, as in the past, , still suffer from an acute teacher shortage. If this inner-city teacher shortage is not of a quantitative nature, it is definitely one of quality. Davies studied the teacher supply and demand situation and concluded:

There is very real danger that these not unexpected limited surpluses will blind us to the fact that in several important subject areas, at some grade levels, in specific kinds of schools and in certain geographic regions of this Nation, critical shortages of adequately trained personnel still exist....Schools in low-income areas continue to be manned in many cases by personnel emotionally unprepared and academically untrained to work effectively with youngsters in these communities.¹¹

Even with the "shortage", clear thinking educators and many residents of the inner-city demand teachers who are aware of the special needs of inner-city schools and are capable of meeting these needs. To meet the demand for properly trained teachers for inner-city school systems have attempted to establish special teacher training programs that will equip teachers to teach successfully in inner city schools. The Bridge Project¹² and the Hunter

10. George D. Fisher, "General Shortage Over", School and Society, IIC February, 1970), p. 70.

11. Dan Davies, "The Teacher Number Game", American Education, VI (October, 1970), p. 7.

12. The Preparation of Teachers for Schools in Culturally Deprived Neighborhoods (The Bridge Project), (New York: Cooperative Research Project No. 935 Queens College of the City of New York, 1965).

College Program¹³ are two examples of programs especially structured to prepare teachers for inner-city teaching.

Because of the ever increasing clamor for the improvement of educational opportunities in inner-city schools, during recent years the Federal Government has provided financial support for programs specifically designed to help schools that serve students living in poverty areas. Since 1965 Title XI of the National Defense Education Act has provided funds for the establishment of summer institutes to train teachers of disadvantaged pupils. In 1966 the United States Office of Education with money from Title XI of the NEDA entered an agreement with Ball State University of Muncie, Indiana to establish a National Institute for Advanced Study in Teaching Disadvantaged Youth. The purpose of the National Institute is to gather and disseminate information pertaining to instruction of disadvantaged children. Additional federal aid to local school districts with large numbers of low-income families was provided by Congress in 1965 under Title I of the Elementary and Secondary Education Act. The major aim of ESEA Title I is to encourage school districts to develop and to extend special programs that will aid students from low-income families. In certain instances some of the other titles under the ESEA bill also have application to attempts to improve the kind of education offered disadvantaged youth. Another example of the Federal Government trying to offer assistance to local districts with a heavy concentration of low-income families is the Teacher Corps Program. Additional information pertaining to the Teacher Corps Program will be presented in the following sections.

¹³. Vernon F. Haubrich, "Teachers for Big-City Schools", in Education in Depressed Areas, ed. Harry A. Passow (New York: Bureau of Publications Teachers College of Columbia University, 1963), p. 249.

A Brief History of the Teacher Corps

The Teacher Corps as it exists today has evolved from the ideas and goals of many different people involved in either education or government. In 1964 John Kenneth Galbraith spoke of a desire to form a corps of dedicated teachers to go into the poverty areas of our country to provide excellence in instruction. Senator Gaylord Nelson of Wisconsin and Senator Edward M. Kennedy of Massachusetts in 1965 introduced separate amendments to the Higher Education Act of 1965 for the purpose of establishing a National Teacher Corps. Later in 1965, at the NEA convention, President Johnson announced that he would submit legislation to Congress to establish a National Teacher Corps under the provisions of the Teaching Professions Act of 1965. Johnson's ideas can be seen in the following statement:

The Teaching Professions Act of 1965 will establish, first, a National Teacher Corps. Members of the Corps - experienced teachers and students who plan to make teaching a career - would go together to city slums and to rural areas of poverty to offer what these troubled regions need most: light and learning help and hope....¹⁴

The Senate and House created the Teachers Corps under Title V-B of the Higher Education Act of 1965 by combining the amendments presented by Senators Nelson and Kennedy. But when the appropriation bill to finance the Higher Education Act was passed by Congress, no money for the National Teacher Corps was included because of resistance to the corps that had developed in Congress. After constant prodding from President Johnson, Congress, in a secondary appropriation

¹⁴. Samuel E. Pisaro, "National Teacher Corps: Win, Lose or Draw?", Phi Delta Kappan, IIL (December, 1966), p. 163.

bill passed in May, 1966, provided funds for the balance of the 1966 fiscal year.

Although Congress only appropriated 7.5 million dollars of the 64 million authorized, immediately universities and local school districts submitted proposals for local teacher corps programs. During the first year, slightly over one thousand Teacher Corps members worked in one hundred eleven school districts in twenty-nine different states. Since the Teacher Corps was designed to provide two years of training, it was necessary to request from Congress additional funds for the second year. On June 29, 1967, one day before the original proposal would have ended, President Johnson signed the Education Professions Development Act which would include provisions for the continuation and extension of the Teacher Corps.

The Teacher Corps part of the EPDA bill furnished 135 million dollars for a three year extension. Provisions in the new bill also included a few changes such as dropping the word National from the title of the Teacher Corps. This alteration was an effort to reduce some of the opposition that had developed because of a fear by some Congressmen that the Teacher Corps would become an agency of the Federal Government to control local education. Individuals, knowledgeable about the program, such as Representative John Brademas, of Indiana, felt this was an unnecessary, but not fatal, change. A statement by Brademas on this matter follows:

Although Teacher Corps projects were always initiated by school districts on a voluntary basis - Teacher Corps members could be hired, fired, or reassigned by the local schools themselves - many in Congress feared "federal control of education through the program. Under the new legislation the U.S. Office of Education has been relieved

of its former responsibility to recruit, select, and train members of the Corps. This authority is turned over to universities and local school districts, with the state supervising.¹⁵

The Aims, Structure, and Operation of the Teacher Corps

"Teacher Corps is a program designed to recruit and train college graduates or upper classmen to be teachers in schools that serve children from low-income families".¹⁶ The previous sentence succinctly presents what is probably the main objective of the Teacher Corps Program. Related to the objectives mentioned above are two other important goals that are presented in the following statement. "Its purpose as stated in the legislation is to strengthen the educational opportunities available to children in areas having concentrations of low-income families; to encourage colleges and universities to broaden their programs of teacher preparation".¹⁷

To achieve these objectives the National Office of the Teacher Corps evaluates proposals developed by local school districts in cooperation with colleges and universities. A joint effort by the university and school district is required because it is felt that close cooperation between the two organizations will produce a program specifically suited to local needs. When writing a proposal it is required that representatives from the State Depart-

15. John Brademas, "View from Capitol Hill: Teacher Corps," Grade Teacher, LXXXV (October, 1967), p. 15.

16. Teacher Corps Guidelines: Conference Draft (Washington: U.S. Department of Health, Education, and Welfare, Office of Education, 1968), p. 1.

17. Ibid.

ment of Education of Education, faculty members from local schools, parent or representatives of the community, and representatives from any cooperating community agencies be contacted during the planning stage. It is especially important to communicate with the State Office or Department of Education since the National Office of the Teacher Corps will not approve a program that is unable to receive approval from the local State Department of Education.

Individual school districts, together with universities, have the freedom to utilize creative approaches and fresh ideas in developing their programs as long as they abide by the National guidelines established for the Teacher Corps. The proposal must provide opportunities for Corps members to work in schools attended by students from low-income families, to work in the school community, and to pursue college level work leading to a bachelor's or master's degree, depending upon whether the program was designed for under-graduate or graduate students. In a few instances non-degree programs are established. A team structure is utilized in the operation of the Teacher Corps with one experienced teacher serving as a leader for five to eight beginning teachers. Teacher Corps guidelines forbid Teacher Corps personnel to be used to replace other teachers in the school district. The function of the Teacher Corps Team is to provide additional service for the school.

A section on definition of terms is included to aid in a better understanding of some of the terms that are unique to the Teacher Corps Program and also terms that are used in the Chicago School System.

Definition of Terms

1. Chicago Consortium of Colleges and Universities - a group of colleges and universities in the Chicago-area (Chicago State College, Concordia Teachers College, DePaul University, Loyola University, Northeastern Illinois State College, Roosevelt University, University of Illinois, Circle Campus, and Governor State University) that join with the school systems of Chicago and Maywood, Illinois to sponsor Teacher Corps training programs.

2. Teacher Corps Intern - an individual who enrolls in a two year program coordinated by a local school system and a college or university designed to train people to become effective teachers in poverty areas. Based on national guidelines the following is concluded, "Interns must have a strong interest in preparing for a career in the education of the disadvantaged".¹⁸ In Chicago the two year program leads to a master's degree from one of the participating colleges or universities.

3. Teacher Corps Team Leader - a teacher with a master's degree and at least five years of teaching experience who has demonstrated by performance that he is a superior teacher. Besides being a superior teacher, a team leader should possess the ability to provide leadership, guidance, and supervision for the interns as they develop their potential as teachers.

4. Community Work and Involvement - Corps members, under the direction of the team leader, have to work with community agencies, school parent groups, or visit homes of parents in the school community. The purpose of these varied activities is to help the interns gain a better understanding of the community

18. Ibid. p. 4.

and students. A secondary objective of community work is to encourage parents to become active in school related activities.

5. Preservice - the orientation program usually held during the summer where the intern is given the opportunity, through course work, counselling, and field experience in poverty areas with school children and community agencies or individuals, to ascertain if he can relate to the disadvantaged child, work as a member of a team, and has the necessary motivation to work in a poverty area. During this period all Corps members have a provisional status and evaluation of the program by the intern and of the intern by the administrators of the program is to occur.

6. Inservice - the balance of the two year Teacher Corps Program which follows preservice. During this period the intern is involved in three different types of activities which are supposed to be interrelated and supportive in nature: college course work directed toward teacher certification and a degree, work in a school in a low-income area, and community work with a school or neighborhood agency.

7. Internship - the period during inservice when the Teacher Corps Intern works under the direct supervision of a regular classroom teacher. Internship is similar to a student teaching situation. Some individuals remain in internship for the entire inservice period. During the period covered in this dissertation the compensation for interns was seventy-five dollars per week or the beginning salary paid teachers in the local school system, whichever was lowest.

8. Externship - usually the second year of inservice when the Teacher Corps Intern has full responsibility for a class. The corpsman is the teacher

of record and is employed and paid by the local school district as a full time substitute teacher with the same duties and responsibilities as any other teacher. During externship the Teacher Corps member still receives help and guidance from the team leader; furthermore, he is required to continue the community involvement and course work toward his degree.

9. Cooperating Teacher - the teacher in charge of the class where the individual interns work. Although the Teacher Corps is structured on a team basis, in the majority of schools the Corps members work in separate classrooms when engaged in instruction.

10. Teacher - in this study the teacher, as opposed to the cooperating teacher, is a faculty member who is employed at one of the schools where the Teacher Corps interns served their internship, but did not have a Corps man working in his classroom.

11. Inner-city School - this term refers to a school that qualifies under the federal guidelines to have a Teacher Corps team assigned to the school. Customarily Corps members are assigned only to schools enrolling fifty percent or more of their students from families with incomes of less than three thousand dollars a year.

12. Provisional Teacher - an individual who has been granted a provisional certificate to teach in the Chicago Public Schools. A provisional teacher does not have the hours in professional education that are usually required. But he must have a bachelor's degree from an accredited institution of higher learning, agree to enroll in specific professional education courses to accumulate twelve hours during the first year of teaching, and also accept assignment where needed.

Purpose of the Study

The primary purpose of this investigation was to ascertain the extent that the Chicago Teacher Corps Program was able to attract and retain able and dedicated people into the career of teaching in inner-city schools. The degree of success in achieving this goal is important because at the national and local level this is probably the single most important objective of the program. To substantiate the validity of this study, the retention rate and attitudes of a control group of provisional teachers assigned to the same schools as the Teacher Corps interns were compared with that of Corps members. Provisional teachers were selected to form the control group because they were similar to Teacher Corps interns in that they usually had a liberal arts background, and had not taken formal education courses in college, and only later in their college career or life expressed an interest in teaching.

The preparation of Teacher Corps interns utilized much of the material developed in recent years concerning education of disadvantaged children. On the basis of the extensive preparation of Corpsmen, the study tested the following four hypotheses based upon the ideas of authorities in the field of inner-city education.

1. When compared to provisional teachers assigned to inner-city schools, members of the Teacher Corps possessed a stronger commitment to work in the inner-city, and had a higher rate of acceptance of regular assignment to inner-city schools and remained longer.
2. Because Teacher Corps interns have been provided with special training to teach successfully in the inner-city they were more competent in the areas of management and control of the inner-city classroom than provisional teachers assigned to inner-city schools.

3. Because the Teacher Corps program is based on a close relationship between the local school system and the participating colleges and universities, in comparison to provisional teachers, Teacher Corps interns were able to provide a better instructional program for inner-city students.
4. In terms of having a positive attitude toward inner-city students and a belief that inner-city students have a potential on a par with other students, members of the Teacher Corps possessed a more optimistic attitude than provisional teachers.

For purposes of statistical treatment these hypotheses will be restated as null hypotheses. In this form they are:

- 1a. There was not a significant difference between the retention percentages for the Teacher Corps interns and provisional teachers.
- 1b. There was no significant difference between Teacher Corps interns and provisional teachers when a comparison of their stated reasons for working in the inner-city was made.
- 2a. There was not a significant difference between the Teacher Corps interns and provisional teachers in their evaluation of the type of courses they were required to take.
- 2b. There was no significant difference between the Teacher Corps interns and provisional teachers concerning what they considered areas of major classroom difficulty for them.
3. There was no significant difference in the type of instructional program provided for inner-city students by provisional teachers or Teacher Corps interns.
4. There was not a significant difference between provisional teachers and Teacher Corps interns with respect to their attitudes toward inner-city students and the ability of inner-city students to succeed.

Also the study concentrated on the differences in background and motivation, if any, of Corps men to determine from their success, failure, and future plans if certain characteristics can be used to provide direction for

recruiting only those individuals for the Teacher Corps Program who possess attributes that point toward their becoming successful teachers in inner-city schools.

Finally, in line with the purpose presented above, an attempt was made to ascertain the manner in which Teacher Corps men working in Chicago Public Schools saw their role. The perceptions of the Corps members were compared with those of administrators, cooperating teachers, former team leaders, and representatives of community organizations to see how they agree or disagree.

Limitations of the Study

This study was confined to an investigation of two cycles of the Teacher Corps Program in one particular large city.

To facilitate the evaluation done by principals, team leaders, and teachers some of the questions on the questionnaires were structured to obtain a general rating of members of the Teacher Corps team as a group rather than an individual rating for each member of the Teacher Corps team. A more precise measure probably would be obtained if a rating for each individual Corps member was sought, but for the purpose of this study an accurate evaluation can be obtained by seeking the reactions of individuals to the team as a whole. Also, many of the questions on the questionnaires were on a three point scale (large degree, moderate, and completely lacking). A four or five point scale would have required a higher degree of discrimination with respect to the choices.

Although seventy-three interns returned completed questionnaires (return

rate of sixty-six percent) it was difficult to contact some of the interns who had left the Chicago School System for follow-up interviews because many of them had left the Chicago area.

CHAPTER II

REVIEW OF RELATED LITERATURE

To simplify matters the review of related literature is divided into three main sections. The first major area centers on books, articles, and other material developed by authorities in the area of education of the disadvantaged. Some of their ideas and proposals for necessary steps to improve educational opportunities for lower-income groups are presented. Reports, studies, and investigations concerning teacher recruitment, teacher retention, and teacher supply and demand, especially as they related to the inner-city, is the focus of the second main area. The last section is devoted to literature specially related to the Teacher Corps Program.

Trends in Inner-City Education

An important characteristic usually associated with teachers who are considered successful instructors is the matter of commitment or devotion to one's job. Harry A. Passow, a writer of several books and articles pertaining to inner-city education, feels that it is absolutely necessary for effective teachers in low-income areas to have a strong commitment. "Whatever other modifications are made in programs, practices, materials, and services, the most significant improvements in schools in depressed areas depend on the recruitment and retention of staffs of competent committed teachers."¹ Passow's statement is sustained by Kornberg's idea that commitment is especially vital for teachers employed at inner-city schools. Kornberg

¹. Harry A. Passow, ed. Education in Depressed Areas (New York: Bureau of Publications, Teachers College Columbia University, 1963), p. 237.

considers the role of the teacher in the inner-city and concludes:

It is rather a quality of feeling about one's work - a professional's intense commitment to his role and objectives. Unless the teacher has this commitment, I do not think he will survive the pressures in such a school.²

Other writers in the field of inner-city education such as Strom,³ Goldberg,⁴ Riessman,⁵ and Taba⁶ also strongly support the position that a positive commitment is a necessity for successful teachers at inner-city schools.

A point that must be discussed in regard to commitment is the difference between a true commitment based on a realistic evaluation of the situation and an idea of one serving as a missionary to an inner-city school. Dorothy McGeoch and others refer to this point and reach this conclusion:

Let us make no mistake - not every young person with high purposes and a desire to serve will make a successful and satisfied teacher of disadvantaged children. Starry-eyed idealism and unrealistic aspiration can be defeating as uncertainty and rejection.⁷

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2. Leonard Kornberg, "Meaningful Teachers for Alienated Children," in Education in Depressed Areas, ed. Harry A. Passow (New York: Bureau of Publications Teachers College Columbia University, 1963), p. 271.
 3. Robert D. Strom, The Inner-City Classroom: Teachers Behavior (Columbus, Ohio: Charles E. Merrill Books, Inc., 1966), p. 107
 4. Miriam L. Goldberg, "Adapting Teacher Style to Pupil Differences: Teachers for Disadvantaged Children," in Education of the Disadvantaged, eds. Harry Passow, Miriam Goldberg, and Abraham Tannenbaum (New York: Holt Rinehart and Winston, Inc., 1967), p. 480.
 5. Frank Riessman, The Culturally Deprived Child (New York: Harper and Brothers Publishers, 1962), p. 87.
 6. Hilda Taba and Deborah Elkins, Teaching Strategies for the Culturally Disadvantaged (Chicago, Illinois: Rand McNally and Company, 1966) p. 263.
 7. Dorothy M. McGeoch, Carl R. Bloomgarden, Ellen O. Fured, Lynne W. Randolph, and Eugene D. Ruth, Learning to Teach in Urban Schools (New York: Teachers College Press, Teachers College Columbia University, 1965), p. 1.

McGeoch also states:

Such realistic understanding of the conditions which influence the teacher's task may spell the difference between the starry-eyed idealist who goes forth to uplift the masses but retires in bitter defeat after the first week of school and the informed professional who has calculated the odds and knows he may lose many battles but will find challenge and satisfaction in the continuing struggle.⁸

Providing opportunities for future teachers to become familiar with the inner-city is recommended by many individuals involved in inner-city education. McGeoch and others emphasize the value of first hand experience prior to assignment to the inner-city in this statement:

Another source of insight is first hand experience in the schools and other institutions of the depressed urban community. For many teachers whose own backgrounds are limited to comfortable suburban or middle-class urban living, the slum community is essentially unknown.⁹

Frazier discusses the value that can accrue in terms of the development of a positive attitude toward working in the inner-city from having an opportunity to work with organizations in the school community.

A second group of modifications is much more extensive and much more varied. It includes the provisions of direct experience intended to provide first hand contacts for preservice and in-service teachers of the disadvantaged. These experiences are expected to develop skill in performing the tasks involved and to develop a positive attitude. To promote an understanding of the culture of the poor and especially of minority groups, many prospective teachers are

8. McGeoch, pp. 120-121.

9. Ibid., p. 120.

required to spend some time becoming acquainted with community agencies and institutions.¹⁰

Kornberg, in his description and evaluation of the Bridge Project constantly refers to the significance of allowing students who are preparing to become teachers in inner-city schools an opportunity to come in contact with inner-city youngsters as soon as possible. In the Bridge Program, the desired contact was provided by having future teachers participate in a tutoring and counseling program established in low-income communities as part of a required course. Kornberg Elaborates on what he feels was the value obtained from this experience:

We assume that such early experience with disadvantaged children will jar the stereotypes about teaching and learning that our college students have - who are typically so grade conscious - so bent on taking notes and memorizing and so oblivious to the fact that learning is a personal enrichment. These slum youngsters will enlighten them about this fact and may also encourage more of them to want to teach such children.¹¹

Although there are a few exceptions, people interested in improving the educational opportunities of so-called culturally deprived students advocate the recruitment and training of persons from the cultural groups being taught. It is felt that many individuals from groups which are not considered to be the main stream of American society because of cultural, racial,

10. Alexander Frazier, ed. Educating the Children of the Poor (Washington, D.C.: Association for Supervision and Curriculum Development, N.E.A., 1968), p. 18.

11. Kornberg, p. 271.

geographical, language, or economic reasons can make valuable contributions toward the education of other members of the particular group. Frank Riessman is allied with the group that feels that increased recruitment of individuals from disadvantaged groups should be undertaken because of the skill and understanding they possess. Riessman's idea can be seen in the following quote:

People who themselves come from a deprived background sometimes identify with this group and sometimes reject their origins, while many middle-class individuals have strong feelings of the guy who is down. (Of course there are other reasons for wanting teachers who come from an underprivileged background. Regardless of whether or not they reject their origins, they frequently have surprising 'savvy' about the children and their ways which can be useful.)¹²

Gottlieb investigated the differences between a group of Negro and white teachers employed in a midwestern industrial community, concerning their attitudes toward Negro and white pupils from low-income families. When a study of the backgrounds of the two groups was made, Gottlieb discovered that generally the Negro teachers in comparison to their white counterparts were younger, had taught for a shorter period of time, were reared in larger urban communities, and came from lower socio-economic levels. On the basis of questionnaires and interviews Gottlieb reached several conclusions concerning differences in attitudes of Negro and white teachers based on their dissimilarity in backgrounds:

The fact that Negro teachers are more likely than white teachers to come from backgrounds similar to those of the children of the inner-city probably tends to make

12. Riessman, p. 87.

them more realistic in their expectations, and hence less likely to be dissatisfied with their current teaching role.¹³

Gottlieb's study also found a difference between Negro and white teachers in regard to factors pertaining to reasons for dissatisfaction with their job. Negro teachers emphasized factors related to physical conditions (poor facilities, crowded classrooms) while white teachers stressed factors related to deficiencies of the students (lack of parental interest, discipline problems).¹⁴ Finally, the study revealed that Negro teachers had a more positive and optimistic attitude concerning their students than white teachers. Differences in experience and background was advanced by the researcher as the reason for this difference in outlook:

Again, it would appear that Negro teachers are less critical and less pessimistic in their evaluation of these students than the white, probably because many of them have themselves come from backgrounds similar to that of their students and yet have managed to overcome social barriers to attain positions of responsibility and status.¹⁵

Lester Crow is another advocate of the recruitment of individuals from a similar environment to that of the students in a poverty area. If greater efforts are not made to encourage individuals with lower-class backgrounds to enter the teaching professions, he feels that American education will be

13. David Gottlieb, "Teaching and Students: The Views of Negro and White Teachers," Sociology of Education, XXXVII, (Summer, 1964), p. 349.

14. Ibid., p. 350.

15. Ibid., p. 353.

overlooking a valuable source for potential teachers. Crow concisely offers his beliefs in this statement:

Many culturally deprived individuals are persons of ability, who when given adequate education can master the fundamentals of learning and the skills necessary to guide the learning process of others. These individuals must be discovered and trained for service in the teaching profession - especially in the school areas in which they are basically prepared to understand the learning difficulties of culturally deprived children.¹⁶

Brottman and Joyce are two authors who question the assumption that teachers who have lived in a less favorable environment automatically have an advantage when working with children from low-income families. Brottman writes:

One might reasonably expect that most teachers who moved up from the lower to middle class ranks would be sensitive to the needs of disadvantaged students and subsequently demonstrate outstanding teaching techniques. The somewhat limited observations of this writer does not support this contention. Instead, there appears that there is a distribution of effective and less effective teachers similar to that found in advantaged schools where teachers may be from middle class backgrounds.¹⁷

The comments of Joyce and Harootunian on this matter are also appropriate:

A teacher, for instance, who enters the profession in order to improve his social status has special needs or problems he must learn to recognize and cope with. Coming from an

16. Lester D. Crow, Educating the Culturally Disadvantaged Child: Principals and Programs (New York: David McKay Company, Inc., 1966) p. 90.

17. Marvin A. Brottman, "Dimensions of the Problem of the Disadvantaged Pupil" in Teaching the Culturally Disadvantaged Pupil, eds. John M. Beck and Richard W. Saxe (Springfield, Illinois: Charles C. Thomas Publishers, 1965) p. 23

economically poor environment, he may try to avoid teaching in the inner-city because it is too similar to the environment that he entered teaching to escape. Hence, many children who badly need such a teacher are denied his services. On the other hand, a teacher who has known poverty may deliberately seek the education of poor children but may make the mistake of being too hard on them in an effort to drive them into seeking status themselves.¹⁸

Also, Robert J. Havighurst strongly rejects the idea that teachers from a particular socio-economic level or racial group are of necessity better teachers of students from similar social or racial groups. He feels it is impossible to predict the success or failure of a teacher assigned to a poverty area school on the basis of the teacher's socio-economic background or race. In Havighurst's scheme of thinking it is the teacher's personality that influences the success of the teacher.¹⁹

A procedure that is gaining acceptance as a method of preparing teachers for poverty area schools is the attempt to provide closer communication between colleges and universities preparing these future teachers and the school districts that will later employ them as teachers. Haubrich thinks that if new teachers are to be assigned to inner-city schools, they should be provided with an opportunity to do their student teaching in these same schools.²⁰ The following quotation will illustrate Harry N. Rivlin's support

18. Bruce R. Joyce and Benj Harootunian, The Structure of Teaching (Chicago: Science Research Associates, Inc., 1967), p. 23.

19. Robert J. Havighurst, Education in Metropolitan Areas (Boston: Allyn and Bacon, Inc., 1966), pp. 195-219.

20. Vernon F. Haubrich, "Teachers for Big-City Schools," in Education in Depressed Areas, ed. Harry A. Passow (New York: Bureau of Publications Teachers College, Columbia University, 1963) p. 249.

of Haubrich's idea concerning this matter of developing a close relationship between the local schools and colleges.

No teacher education program can be effective without close cooperation of schools and colleges. The school room and not the college is the place where teachers learn most about how to teach, but teaching is more than a craft to be mastered through an apprenticeship.²¹

Rivlin carries his idea a little farther and stresses the need for cooperation between colleges and school districts beginning at the teacher training level and continuing after graduation until the teacher reaches tenure.²² In 1965, the Seminar on Education for the Culturally Different Youth issued a report that emphasized the need for universities to give extra aid to schools located in low-income areas by having both institutions cooperate in training teachers.²³

When the study moved from these theoretical recommendations, examples were found of actual programs that were being used to make teacher training for inner-city schools more realistic. Actual examples of universities and school districts working together to develop programs which provide experience in inner-city schools for teachers are the Hunter College Program,²⁴ the

21. Harry N. Rivlin, "New Teachers for New Immigrants," in Education of Disadvantaged, eds. Harry Passow, Miriam Goldberg, and Abraham Tannenbaum (New York: Holt, Rinehart and Winston, Inc., 1967) p. 488.

22. Ibid., p. 487.

23. Cooperative Research Project G-021. Seminar on Education for Culturally Different Youth. Education of the Deprived and Segregated. (Flushing, New York: Bank Street College of Education, 1965) p. 14.

24. The Education Professions (Washington: U.S. Department of Health, Education and Welfare, U.S. Office of Education, 1969), p. 103.

the Bridge Project,²⁵ and the unique language arts methods course offered at the University of Connecticut in cooperation with the Hartford, Connecticut School System.²⁶

A very important factor usually considered in teacher preparation is that of classroom management and control. When an investigation of the aspect of teacher training for inner-city schools is undertaken, the subject of management and control becomes extremely important. In the description of the Bridge Project a reference is made to the difficulty related to classroom control that the new teachers had to overcome.

One of the principal problems of the teachers in the early stages of the study was their difficulty in enduring the onslaughts on their physical and emotional energies made by pupils constantly testing them to see how strong they were in their ability to maintain school and classroom behavior policy.²⁷

Reissman states that it is necessary for new teachers to emphasize learning to improve their ability in classroom control. He further recommends that a simple routine with clearly enforced rules be established in the beginning.²⁸ Miriam Goldberg offers similar advice:

25. Kornberg, pp. 271-275.

26. John J. Glennon, Joanne Donovan, and Richard Wylie, "Tell It Like It Really Is," Education, LXXXIX (April, 1969) pp. 368-370.

27. Cooperative Research Project No. 935. The Preparation of Teachers for Schools in Culturally Deprived Neighborhoods (The Bridge Project). (New York: Queens College of the City University of New York, 1965) p. 210.

28. Riessman, p. 83.

The successful teacher meets the disadvantaged child on equal terms as person to person, individual to individual. But while he accepts he doesn't condone. He sets clearly defined limits for his pupils and will brook few transgressions.²⁹

A final aspect of education in poverty areas concerns the attitudes teachers possess pertaining to the student's potential to learn. Many studies and investigations stress the connection between the teacher's attitudes and the success or failure of her class in terms of achievement. James C. Stone in his study of E.P.D.A. programs in California discovered that teachers who were involved in these summer programs gained an improved image of their students from lower socio-economic backgrounds. The author and the teachers who were involved felt this new insight would prove beneficial in later instructional situations.³⁰

Kenneth Clark clearly presents his idea on the correlation between the teacher's attitude and the success achieved by the students in the following passage:

If a teacher believes that a child is incapable of being educated, it is likely that this belief will in some way be communicated to the child in one or more of the many forms of contact inherent in the teacher-pupil relationship.³¹

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29. Miriam L. Goldberg, "Adapting Teacher Style to Pupil Differences: Teachers for Disadvantaged Children," Education of the Disadvantaged, eds. Harry Passow (New York: Holt, Rinehart and Winston, Inc. 1967) p. 474.
 30. James C. Stone, Teachers for the Disadvantaged (San Francisco: Jossey-Bass, Inc., Publisher, 1969).
 31. Kenneth B. Clark, "Education Stimulation of Racially Disadvantaged Children," in Education in Depressed Areas, ed. Harry A. Passow (New York: Bureau of Publications Teachers College Columbia University, 1963) p. 148.

A similar viewpoint is expressed by the National Education Association's Educational Policies Commission:

If children sense that they have a chance for success they are motivated to try. The teacher's respect can give them that sense. True respect for pupils requires persistent confidence in their potential. It is based on the knowledge that just as the behavior and attitude which hinder individual development are learned, so they can be replaced.³²

Benjamin Israel conducted a study where principals in selected elementary schools in disadvantaged urban areas rated teachers to select those whom they considered most competent and those whom they considered least competent. When Israel compared the attitudes, opinions, and beliefs of the teachers in the two categories toward various minority racial and ethnic groups, it is revealed that teachers who had been rated most competent definitely had more positive attitudes toward their students from minority groups than the teachers who had been rated least effective. Therefore, it is suggested that instruments should be established to evaluate the attitudes of teachers before they are assigned to schools in disadvantaged areas.³³

Teacher Recruitment, Supply and Demand, and
Retention

Attracting and retaining an adequate supply of teachers has been the

32. National Education Association: Educational Policies Commission. Education and the Disadvantaged American (Washington, D.C.: National Educational Association of the United States, 1962), p. 19.

33. Benjamin Israel, "The Relationship Between Teachers' Expressed Attitudes, Opinions, and Beliefs Regarding Minority Ethnic and Racial Groups and Their Effectiveness As Classroom Teachers in Elementary Schools in Disadvantaged Urban Areas" (Unpublished Ph.D. Dissertation, University of Minnesota, 1967).

subject of constant research. In the first nation-wide study of the teaching profession financed by the United States Government, James Chaffie, Jr. vividly presents the major concern pertaining to the supply and demand of teachers.

Any summary of the report must begin, appropriately with recruitment; unless the education professions can attract their fair share of qualified manpower, the quality of available training and retraining programs is academic.³⁴

Further in his report Chaffie states that thirty percent of the individuals trained to teach never teach and after five years sixty percent of those who actually started to teach will have left the classroom.³⁵

These dismal figures concerning teacher retention are substantiated by several other authors. Wolf and Wolf state that approximately only sixty percent of the people fully qualified to teach actually ever enter teaching and after ten years only twelve to fifteen percent will still be teaching.³⁶ Geer presents a somewhat more conservative figure in stating that twenty-six percent of the individuals trained to be teachers do not immediately enter the profession, but she agrees with Chaffie that in five years sixty percent will no longer be teaching.³⁷ Similar statistics were reported by the United States Department of Health, Education and Welfare in its report that

34. John Chaffied, Jr. "First Manpower Assessment", American Education, V (February, 1969), p. 11.

35. Ibid.

36. Willavene Wolf and William C. Wolf, Jr., "Teacher Dropouts Still a Dilemma," School and Society, XCII (April, 1964), pp. 193-194.

37. Blanche Geer, "Occupational Commitment and the Teaching Profession," School Review, LXXIV (Spring, 1966), pp. 31-47.

seventy-two percent of the potential teachers in the 1969 graduation class entered the classrooms in the fall of 1969.³⁸ The H.E.W. report also states that this percentage has been consistent since 1955. Finally, Davies in his report on the teacher supply and demand situation for the 1970 school year states that usually thirty percent of the people prepared to become teachers never enter teaching, but he feels that with the current economic situation a greater percentage of people will enter teaching because of difficulties in finding employment in different areas.³⁹

Several studies have been conducted in specific geographic areas to determine if certain patterns exist concerning the reasons teachers leave or the type of teachers who leave the profession. James Pepper investigated the factors related to the recruitment and retention of teachers in the state of Michigan. Questionnaires were distributed to 210 teachers in the state of Michigan with less than five years of teaching experience who withdrew from teaching at the end of the 1951-1952 school year. The author discovered that the major reasons given by women teachers for leaving the profession were marriage, homemaking responsibilities, or maternity. Men listed economic factors such as jobs with higher salaries as the primary causes for their leaving.⁴⁰

38. The Education Professions (Washington, D.C.: U.S. Department of Health, Education and Welfare, U.S. Office of Education, 1969), p. 74.

39. Davies, p. 7.

40. James N. Pepper, "Factors Involved in the Recruitment and Retention of Teachers in Michigan" (Unpublished Ed. D. dissertation, Wayne University, 1954).

From completed questionnaires returned by 309 teachers who had left twenty-two school districts in Cuyohoga County, Ohio, Thomas formed a sample group of one hundred people to study the retention rate of teachers in this county and their reasons for leaving. The results of Thomas' investigation revealed that the majority of women who left teaching were satisfied with their job, but had to leave for unavoidable reasons such as husband being transferred, marriage, or pregnancy. The three major reasons given by men to explain why they left teaching positions in Cuyohoga County were moving out of the area, accepting a new position in a different district, and going into business.⁴¹

Three hundred sixty-nine Chicago elementary school teachers who were successful on the 1952 elementary school certification examination were the subjects for Grogan's study to determine the major reasons for teachers leaving the Chicago Schools. Her investigation revealed that the major reasons given by people leaving the Chicago School System were marriage, additional home responsibilities, and movement from the Chicago area.⁴²

Donald D. Bennett conducted a study in Indiana to determine if female teachers who had completed a regular course leading to full teacher certification had substantially more commitment to the field of teaching, as measured by a Career Motivation Scale and the Teacher Involvement Scale, than other

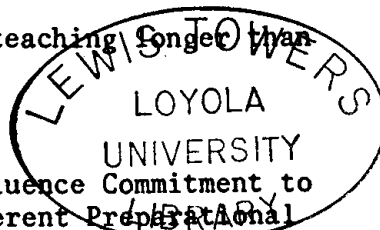
41. Warren F. Thomas, "A Study of Factors Associated with the Retention of Teachers in Selected Public School Systems in Cuyohoga County, Ohio" (Unpublished Ed. D. dissertation, Western Reserve University, 1964).

42. Mary L. Grogan, "Certain Factors Related to Selection Procedures, Turnover, and Problems in the Teaching of Reading in Chicago Elementary Schools (Unpublished Ph.D. dissertation, Northwestern University, 1958).

females who were teaching on temporary certificates with a bachelor's degree but did not have the required professional education courses. Bennett also studied demographic characteristics of the two groups of teachers to determine if factors other than the type of training can be used as an indication of commitment. Results did not reveal a significant positive correlation between commitment and factors, such as age, marital status, type of college attended, family income, job satisfaction, obligation to teach, and plans for advanced education. The author did find a correlation between one's commitment and the college major or undergraduate degree received. Bennett reached the conclusion that first year female elementary teachers who had finished a regular program leading to teacher certification definitely had greater commitment than first year female teachers recruited or prepared by other methods.⁴³

Sixty percent of the teachers entering their third year of teaching in the state of Georgia were contacted by Trull in his investigation of factors related to the retention of teachers. Trull's study uncovered a pattern similar to that discovered by Bennett in that professionally certified teachers were generally more stable as a group than teachers who did not possess a regular certificate. In this particular study, the facts were also reported that women teachers had a higher rate of turnover than men, and Negro teachers as a group expressed a desire to remain in teaching longer than whites.⁴⁴

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43. Donald D. Bennett, "Selected Attitudes Which Influence Commitment to Teaching of Female Elementary Teachers with Different Preparational Backgrounds" (Unpublished Ed.D. dissertation, Indiana University, 1967).
44. Joe R. Trull, "Factors Related to Retention of Beginning Teachers in Georgia" (Unpublished Ed.D. dissertation, University of Georgia, 1967).



Undoubtedly a major influence on teacher retention and the turnover rate is the commitment of the people entering teacher training programs. A study by Kingsley presents a somewhat bleak picture in that fifty percent of the students entering the college of education where the study was conducted were not strongly motivated toward a career in teaching. Kingsley recommends that orientation and counseling be provided by schools of education to increase the extent of commitment to the profession.⁴⁵

The studies mentioned in the related literature thus far pertain to statistics and reasons for leaving school systems or the teaching profession in general. There have also been several reports and studies pertaining to reasons for refusing assignment to or the low retention rates at schools serving disadvantaged students. In his reactions to an address given by Dr. Robert J. Havighurst, Harold J. Battle succinctly presents the actual situation in terms of the difficulties involved in staffing some inner-city schools:

Schools, especially in large urban areas, often have a rather serious problem in finding teachers who are able and willing to work effectively and happily with the socially and educationally disadvantaged students. The problem is disclosed in teacher recruiting, requests for transfer within a school system, student teacher placement, and in assignment of teachers to instructional groups within schools. There are some outstanding exceptions, but teachers tend to prefer to work with the socially advantaged and educationally able students and to reject opportunities to serve the socially disadvantaged and

45. Ruth W. Kingsley, "Commitment to Teaching and Open Mindedness of Teachers in Training" (Unpublished Ph.D. dissertation, University of Arizona, 1966).

the educationally retarded student.⁴⁶

When Harold Howe II was serving as the United States Commissioner of Education, he issued a statement very similar to Battle's in an article in the Grade Teacher.

The shortage of highly skilled teachers is still the most serious deficiency in the schools of our impoverished areas. It combines with segregation which characterizes many of these schools to offer second-rate education.⁴⁷

In connection with Howe's statement the Grade Teacher arranged for the Opinion Research Corporation in Princeton, New Jersey to conduct a survey of the 1967 graduating classes of universities and teachers colleges situated in all sections of the country. Listed below are some of the questions pertinent to this investigation and the responses of the graduating students.

No. 2	Where would you like to teach?	
	A large city	24 percent
	A suburban city, medium size city or small town	69 percent
	Rural, farm, or no preference	7 percent
No. 8	Would you accept a position teaching disadvantaged in the inner-city?	
	Yes	12 percent
	Maybe	42 percent
	Probably not	20 percent
	Definitely not	11 percent
	Don't know	15 percent 48

46. Harold J. Battle, "Reactions to an Address by Dr. Robert J. Havighurst titled 'Teachers and the Socially Disadvantaged Pupil'," Teachers College Journal, XXXVII (October, 1966), p. 10
47. Harold Howe II, "Where Teachers are Needed the Most," Grade Teacher, LXXXIV (May/June, 1967) p. 102.
48. "Where New Teachers Would Most Like to Teach," Grade Teacher, LXXXIV (May/June, 1967) p. 102.

Later in response to the question of why they were not interested in working in disadvantaged areas in the inner-city or in Appalachia, many of the graduates stated that they were not interested in working in a large city or a rural area some distance from their home. Other respondents gave reasons related to the fact that they felt the environment was not conducive for them to raise their children and fear concerning possible discipline or instructional difficulties.⁴⁹

An article in the March, 1969 issue of Ohio Schools reported that recruiting people for teaching positions in the inner-city is still a major problem.⁵⁰ Flinker conducted an investigation of the recruitment procedure used in New York City and reported that it was ineffective and time consuming. In addition, he states that the inability of the New York City Board of Education to recruit a sufficient supply of teachers for inner-city schools has influenced other decisions. "The failure of the New York City Board of Education to staff ghetto schools adequately during the last decade is one of the several reasons for decentralization of the New York City School System".⁵¹

Groff gathered the opinions of 294 teachers in sixteen schools serving Negro or Mexican-American students to determine what they felt were the causes for the high turnover rate for teachers assigned to schools in

49. Ibid. p. 103

50. "Inner-City Jobs are Problems Areas for Teacher Recruiters," Ohio Schools, XLVII (March 14, 1969), pp. 33-34.

51. Irving Flinker, "Teacher Recruitment and Selection in New York City: Archaic and Costly," Clearing House, SLIV (April, 1970) pp. 483-487.

New York City Board of Education for not arranging for a better screening procedure for candidates and not having a clearer idea of the purpose of the program.

The program should not exist to serve the selective service needs of candidates nor the manpower shortages of the Board of Education. It should exist to serve the needs of the children which the candidates expect to be teaching next year. It should be designed with this criterion as the principal motivation. If it also happens to serve other needs, then all the better. But it should not be forgotten that ITEP exists to provide the best possible training for the best available candidates to educate urban youth.⁵⁴

In recent years two studies have been conducted that deal primarily with the attitudes of teachers toward assignment to schools in poverty areas. In 1966, a study was presented by Robert Ulrich that investigated the demographic characteristics and attitudes of student teachers who later accepted positions at three different types of schools in the Detroit area. The three types of schools were: A - Detroit schools serving the disadvantaged; B - other Detroit schools; C - schools outside of Detroit. Ulrich's major findings were that teachers assigned to inner-city schools usually came from a city with a population of over one million, usually did their student teaching in schools located in disadvantaged areas, and achieved higher scores on the Minnesota Teacher Attitude Inventory. These teachers also possessed higher goals in terms of future education. Teachers assigned to inner-city schools and other schools in Detroit expressed a greater willingness to work in inner-city schools than teachers accepting assignments outside of Detroit,

54. Cordasco, p. 162

and this acceptance or rejection was displayed during student teaching.⁵⁵

By means of interviews Ulrich determined that the following items greatly influenced the choice of teachers to accept assignments to inner-city schools; student teaching experience, the type of administrator in the school, relations with other staff members, and the salary offered by the school system. These factors had some influence on acceptance of assignments: convenience of transportation, reputation of the schools, the students attending the school, and possibilities for promotion. The opportunity to work on special projects and the condition of the school building were not an influence on one's acceptance or rejection of assignment to an inner-city school.⁵⁶

Meis made a survey to determine if teachers who accepted students from different backgrounds and had a general and specific understanding of the disadvantaged also had a greater commitment to the teaching profession. The researcher used an instrument developed by Ruth T. Lehman titled The Teacher and the Community to measure acceptance of students. Knowledge of the Disadvantaged instrument also received high scores on The Measure of Professional Commitment.⁵⁷

55. Robert S. Ulrich, "Circumstances Associated with Appointment of Teachers for Disadvantaged Youth" (Unpublished Ph.D. dissertation, University of Michigan, 1966).

56. Ibid.

57. Ruby L. Meis, "Teachers Attitudes Toward People of Diverse Backgrounds, Knowledge of the Disadvantaged, and Professional Commitment" (Unpublished Ed.D. dissertation, Pennsylvania State University, 1967).

Literature Pertaining to the Teachers Corps

Preceding the actual organization and operation of the Teacher Corps several articles were written in periodicals to herald its coming, discuss its potential, and suggest possible problems. The early articles usually provided a description and explanation of the program and also seemed to be directed at encouraging people to join the Teachers Corps. Many articles of this type were written by people who were directly or indirectly connected to the Teacher Corps, such as Ron Van Doren,⁵⁸ Charles N. Zellers⁵⁹ and John Naisbitt.⁶⁰

The primary purpose of this dissertation is to evaluate the success of the Chicago Teacher Corps Program to recruit and retain teachers for inner-city schools; therefore, it will be beneficial to compare the viewpoints of writers concerning the potential of the Teacher Corps to recruit teachers to abate the teacher shortage in disadvantaged areas. Concerning this matter, Van Doren states: "The National Teacher Corps aims to produce a cadre of teachers trained to deal with special problems of educating culturally deprived children."⁶¹ On the same matter Zellers writes; These teacher interns take with them special Teacher Corps training as well as high motivation for seeing the children from poor neighborhoods receive the

58. Ron Van Doren, "Ford Road School Votes Aye for the Teacher Corps," N.E.A. Journal, LVI (April, 1967) pp. 28-30.

59. Charles N. Zellers, "Is the National Teachers Corps for You?" Instructor, LXXVI (August, 1966) p. 44.

60. "National Teachers Corps," PTA Magazine, LXI (May, 1967), pp. 12-15.

61. Van Doren, p. 28

benefits of good education."⁶² John Naisbitt in response to a question on whether corpsmen commit themselves to careers in teaching the disadvantaged answers:

Good preparation for teaching the disadvantaged is good preparation for any teaching. But the corpsmen are selected because of their social concern and their commitment to improving the education of the poor.

Their training will tend to deepen this commitment because it gives them an opportunity to broaden their understanding of the underlying problems of the poverty community and it gives them a chance to succeed in a difficult assignment. Having found their Teacher Corps experiences satisfying and rewarding, they will probably continue in this area.⁶³

An additional point concerning the Teacher Corps' goal of closing the teacher supply and demand gap in poverty areas is its emphasis on encouraging students who previously had not considered teaching to enter the profession. Naisbitt refers to this goal in the following statement:

The Teacher Corps is seeking the college graduate who has not previously expected to teach and presents him with the challenge of a new career.⁶⁴

A similar statement was presented in an article in School Management:

Of more than passing interest is the fact that the Corps plans to place increased emphasis on recruiting interns with degrees in fields other than education. The reason

62. Zellers, p. 44

63. "National Teachers Corps," p. 14.

64. Ibid.

is very simple: Education majors tend to enter teaching anyway and the objective is to create more qualified teachers.⁶⁵

Wade M. Kipp is another author who emphasizes the aim of the National Teacher Corps being directed toward encouraging individuals who previously had not expressed an interest in entering teaching to join the profession. Kipp's idea on the goal of the Corps follows: "It aims to increase the supply of trained teachers by providing funds and special training to college graduates who would not otherwise enter the teaching profession."⁶⁶

An interesting evaluation of the Teacher Corps was presented by Thomas Carr in 1967.⁶⁷ Although Carr gives very high praise to the success of the Teacher Corps, he cautions against expecting instant change through the Teacher Corps. He expresses the idea that complex problems cannot be solved by any one program. Change and improvement by means of the Teacher Corps is expected by Carr, but he stresses the idea that the limitations of the program must be considered. He specifically questions the effectiveness of the Teacher Corps to recruit individuals to end the teacher shortage at schools in disadvantaged communities. His ideas are summarized in this paragraph:

65. "Schoolman's Guide to Federal Aid: Teacher Corps," School Management, X (December, 1966), p. 69.

66. Wade M. Kipp, "Teacher Corps," Pennsylvania School Journal, CXVI (February, 1968), p. 325.

67. Thomas Carr, "Teacher Corps in New Orleans," National Catholic Education Association Bulletin, LXIV (November, 1967), pp. 47-51.

In sum, I came away with a feeling that the Corps is a fine means of harnessing the idealism of an unusual group of young people. It can have a strong impact in the community and in the school, too, as soon as the interns begin to really teach! It is certainly not an effective large-scale recruiting device (as has unfortunately been implied), and in many cases additional effort must be made to revise curricula. However, it is quite clear to me that the experiment is paying off, and that it ought to be continued and expanded.⁶⁸

After the Teacher Corps had been in operation for a period of time several articles appeared to report on the successes and problems of local programs.

Caryl Conner reported on the type of help and service provided by Teacher Corps Programs in five different communities.⁶⁹ Other articles related information on successful programs in specific local communities, and all of them tend to stress the success of the Teacher Corps Program. Examples are Sister Loyola's article about the Corps in New Orleans,⁷⁰ a report on the program in Minneapolis, Minnesota, by Edna Anderson,⁷¹ and Benajmin Pearse's article about an intern working in Washington, D.C.⁷²

Even though most of the articles and reports highlight the success of the program, there is a representative sample of articles that report failures, complaints and dissatisfaction. Earl Ogletree reported on the retention rate

68. Carr, p. 50.

69. Caryl Conner, "Teacher Corps," American Education, III (April, 1967) pp. 13-19.

70. Sister Loyola, "Teacher Corps in New Orleans," National Catholic Education Association Bulletin, LXIV (November, 1967) pp. 47-50.

71. Edna Anderson, "Teacher Corps: Catalyst for Change," Childhood Education, XLIV (February, 1968), pp. 381-384.

72. Benjamin H. Pearse, "Round Trip to the Mission District," American Education, IV (April, 1968) pp. 26-27.

and problems of the Teacher Corps on the national level in the city of Chicago:

In spite of efforts of those involved - teachers, administrators, professors and boards of education - dissatisfaction has reared its head among the interns of the National Teacher Corps formed less than two years ago.

.....
A recent survey indicates that 42 percent of the N.T.C. interns resigned within the first year. In Chicago, of the 120 graduates who started in the N.T.C. program 19 months ago, only 25 remain. It is estimated only half of these 25 will eventually begin their professional teaching careers in a ghetto school.⁷³

A second example of dissatisfaction with the program is an article by Arth and Wagoner. The writers had an opportunity to talk with Teacher Corps interns from all sections of the country who were attending a Teacher Corps convention in Washington, D.C. In their conversations with the interns dissatisfaction was expressed with the required courses, the team leaders, the organization of the school, and other teachers. An example of their dissatisfaction and their feeling of frustration can be seen in these sentences:

The interns we interviewed were bitter and vehement in their attack on the "empty" methods courses which they feel plague the teacher training curriculum. It is not that they do not want instruction in "how to teach," far from it. More than anything, they appear to want specific, foolproof techniques for handling the multi-farious problems which they face daily in their intern situations. Yet when faced with the realization that ready formulas have not been found, they tend to react negatively to the generalization that are in some cases offered. They seem to feel that they hit upon questions that are viewed as sacriligious in nature, and interpret the absence of a direct answer as a defensive maneuver.⁷⁴

73. Earl Ogletree, "National Teaching Corps: Signs of Unrest," Time Educational Supplement, (May 3, 1968), p. 1465.

74. Alfred A. Arth and Jennings L. Wagoner, "Teacher Corps Interns: Different Breed," Educational Leadership, XXVI (May, 1969) p. 803.

Probably the most comprehensive investigation of the Teacher Corps was the work done by Bernard C. Watson at the University of Chicago. In his dissertation titled The Taming of a Reform he studied the operation of the Teacher Corps in three different communities with emphasis on the working relationship between the building principal and the National Teacher Corps team consisting of the team leader and Teacher Corps interns.⁷⁵

The amount and type of authority given to the team leader that could be used to produce changes in the school was a major concern in Mr. Watson's research. He discovered that the building principals did not grant much independence to team leaders and expected the Teacher Corps team to have all activities approved by the principal in advance. In two of the three communities studied, the local school board or the building principal selected the person who served as the team leader. The third community was to be given this authority for the next year. The building principals thought this was a good feature of the program, but Watson viewed this procedure as the major weakness of the program because individuals selected as team leaders by this method had a vested interest in maintaining the status quo and would not attempt to introduce innovations.⁷⁶

Watson also reported on some of the dissatisfaction expressed by Teacher Corps interns in the three communities and how this discontent caused many of the interns to leave.

75. Bernard C. Watson, "The Taming of a Reform," (Unpublished Ph.D. dissertation University of Chicago, 1967).

76. Ibid.

Entering the NTC with reformist conceptions of education, perceiving the program in a manner which was contradictory to expectations of building principals, lacking the support of team leaders who were cooped or circumvented by local centers of power, and assigned to activities which prevented the fulfillment of their reformist conceptions, it is not surprising that a significant percentage of the interns have become disillusioned and disenchanted with the N.T.C. Nor is it surprising that 42 percent of the interns have resigned.⁷⁷

Three articles mention the retention rate of the Teacher Corps Program. In June of 1967, after one year of the Corps operation, Newton Moore stated that in spite of the fact that interns were not paid for the first few months of service the program still retained eighty-five percent of the initial enrollees.⁷⁸ The second article represents a summary of a questionnaire that was given to interns who had completed the first cycle of the Teacher Corps:

As an indication of the success of the Teacher Corps in attracting and training teachers for poverty area schools, a survey of first cycle interns - those who completed the two-year program in June, 1968 - indicates that 86 percent have remained in teaching, 72 percent of them in poverty area schools.⁷⁹

The third article presents the retention statistics for the interns who completed the second cycle in 1969. Eighty percent said they were remaining in education and seventy-five percent stated they will be working in poverty

77. Ibid., p. 83.

78. Newton Moore, "National Teacher Corps: A Pioneer in Education," The Texas Outlook, LI (June, 1967), pp. 20-21.

79. "Teacher Corps Program Support," American Education, V (June, 1969), p. 27.

A summary of the first of the three major areas of related literature revealed that several authors felt that certain skills, characteristics, and specific programs can be helpful for teachers. The authors mentioned factors such as sincere commitment, experience in schools in depressed urban areas, knowledge concerning inner-city students, and the teachers possessing a positive attitude toward the students as important aspects for developing outstanding urban educators. The second major area of literature pertaining to teacher recruitment, teacher supply and demand, and retention rates presented authorities who stated that generally the education profession has consistently had difficulty retaining teachers. Many people who are properly trained and qualified to teach never enter the classroom and in a few years only a small percentage are still teaching. Several studies revealed that a variety of different reasons exist concerning why individuals and certain groups of teachers leave the teaching profession. Also additional studies were presented which gave specific reasons for teachers either accepting or rejecting assignments to inner-city schools.

The final area of literature dealt with material on the Teacher Corps Program. Some of the matters investigated were the history of the Teacher Corps, description of programs, evaluation of programs in individual communities, and information on the retention rates of interns.

80. "Most Interns to Remain in Education," School and Society, IIC (Summer, 1970) p. 270.

CHAPTER III

PROCEDURE

The initial step in this investigation was to contact the Chicago Consortium of Colleges and Universities concerning the possibility of obtaining permission to gather the necessary background information with respect to the Chicago Teacher Corps Program and the individuals who joined the second and third cycles of the program. It was necessary to obtain approval from the Board of Education, City of Chicago to visit schools where Teacher Corps teams had worked. The purpose of these visits would be to distribute questionnaires and arrange interviews to provide for a thorough study of the Chicago Teacher Corps Program. Permission was obtained from both organizations.

The purpose of the first study of the files of the Chicago Consortium was to obtain general information pertaining to how many individuals originally entered the pre-service program, how many completed the pre-service program and continued on into the in-service phase, and finally how many completed the in-service program. A survey of the files revealed that in June, 1967, sixty-six individuals came to Concordia Teachers College Campus in River Forest, Illinois to join the second cycle of the Chicago Teacher Corps Program. The following June when the second cycle was entering its second year, seventy-four people came to Concordia to enter the third cycle of the Chicago Teacher Corps. (Not included in the totals for both the second and third cycles are a small group of interns enrolled in the Chicago Consortium Program, who were assigned to schools in Maywood, Illinois.) From the original total of sixty-

six who entered the second cycle pre-service program, forty-four of the candidates completed the pre-service program and entered the in-service program in Chicago Public Schools. The third cycle had sixty-six of the original seventy-four finish pre-service and move on into in-service in Chicago schools. This study revolved around the one hundred ten individuals from the second and third cycles who entered the in-service program.

The next step was to establish a control group of provisional teachers. To form this control group, it was necessary to review the staffing reports on file at the Chicago Board of Education for the schools where Teacher Corps interns had worked. To assure that the Teacher Corps interns and the provisional teachers were contemporaries, the school staffing reports for the 1967, 1968, and 1969 school years were used. A study of the staffing reports for these years revealed that 112 provisional teachers had taught at the designated schools. Two provisional teachers, one each from the two schools which had the largest number of provisional teachers on their faculty, were dropped to have the control group equal in number to the Teacher Corps interns.

To gather data to test the four hypotheses advanced in the section titled Purpose of the Study, it was necessary to construct questionnaires for several different groups, conduct interviews with a sample from each group, and study the retention rate for the former Teacher Corps interns and the control group of provisional teachers. The original questionnaire for the interns was developed after talking to interns who were involved in the first cycle, teachers and principals. Later a sample questionnaire was given to three former interns who had participated in the first cycle of the Chicago

Program to gather their suggestions for possible changes and improvements. The suggestions of these first cycle interns were used to revise the questionnaire. The revised questionnaire attempted to ascertain the feelings of former interns concerning the training provided by the Consortium, their relationship with co-workers and supervisors, and the role of community work. Also their viewpoints pertaining to their experience in the schools and working with the students were surveyed in the questionnaire to ascertain if there was any difference in outlook between those who completed the program and those who dropped out.

With information obtained from the Chicago Consortium of Colleges and Universities and the Chicago Board of Education an attempt was made to contact the one hundred ten former interns. By using the social security numbers and names it was possible to determine which individuals were still employed in Chicago Public Schools. These individuals were contacted at the schools and asked if they would complete the questionnaire and return it in the self-addressed stamped envelope provided. To contact individuals who had left the Chicago Public Schools either before they completed the Teacher Corps Program or after they completed the cycle, it was necessary to mail the questionnaire, a stamped self-addressed envelope, and a cover letter requesting their participation to the last listed address. Some letters were delivered promptly to the former interns, some were forwarded to new addresses, and others were returned because the former interns had moved and did not leave a forwarding address. Later it was possible to contact some of the interns who had moved without leaving a forwarding address, because the last page of each questionnaire for Teacher Corps interns asked the intern to list the

names and addresses of any interns from the second or third cycle that he knew. Since the interns who returned completed questionnaires were not required to identify themselves or sign their names, a second letter was sent to all the former interns approximately ten days after the original questionnaire had been mailed. When approximately fifty percent of the questionnaires had been returned, brief interviews were held with twenty-two former interns to further clarify certain points pertaining to their experiences in the Teacher Corps.

A questionnaire for provisional teachers was constructed by taking those questions from the questionnaire for Teacher Corps interns that would have a relationship to a provisional teacher's experience in the Chicago Public Schools. This procedure was necessary to obtain the reaction and ideas of the control group of provisional teachers. Basically it was only necessary to remove questions that related to the team leaders, the pre-service and in-service program, community involvement activities, and the cooperating teachers. Questionnaires for former provisional teachers were distributed in the same manner as those for former Teacher Corps interns. The provisional teachers did not have to identify themselves, but they were asked to designate whether they were still teaching in the Chicago School System or had left.

For the purpose of comparing the reactions and ideas of Teacher Corps interns with those with whom they came in contact during their internship, questionnaires were also prepared for principals, team leaders, cooperating teachers, and other teachers in the schools where Teacher Corps teams had worked. The general objective for all of these questionnaires was to gauge the viewpoint of these groups of individuals concerning their opinions on the value and success of the Teacher Corps in Chicago Schools, the adjustment

which Corpsmen made in the schools, and possible suggestions for improvement in the future. A review of the records of the Chicago Consortium and the Chicago Public Schools showed that the Teacher Corps teams had been assigned to twenty-three different schools in Chicago during the second and third cycles. In September, 1970 of the twenty-three schools originally involved only fourteen had the same principal assigned to the school who was also assigned to the school during the full two-year period of the second or third cycle Teacher Corps Program. Only these fourteen principals who were still working at the schools where the Teacher Corps interns had taught were contacted to participate in this investigation. The selection was limited to this group because it was felt they would have more knowledge concerning the individual interns who were assigned to the school, the operation of the program in the particular school, and the names of the teachers who served as cooperating teachers. Also the fourteen principals provided information concerning their ideas about the Teacher Corps program and the four hypotheses stated previously.

In each of the fourteen schools the principals were asked to provide a list of teachers still at the school who had served as cooperating teachers for Teacher Corps interns. These former cooperating teachers were contacted and asked if they would complete the questionnaire prepared for cooperating teachers. A stamped, self-addressed envelope was provided for the return of the questionnaire. Also at each school, depending upon how many questionnaires were distributed to former cooperating teachers, an equal number of teacher questionnaires for teachers who were not directly involved in the program were distributed. After most of the questionnaires for both groups

of teachers had been returned, follow-up interviews were held with seven cooperating teachers and seven teachers to seek additional information related to the operation of the Teacher Corps Program in the schools. These teachers were selected at random.

A very important group that had to be contacted concerning the evaluation of the Teacher Corps Program and the Teacher Corps interns were the Teacher Corps team leaders. There were twenty-three team leaders assigned to schools for the second and third cycles. By utilizing the records of the Chicago Consortium attempts were made to contact the former team leaders in person to encourage them to participate in the study by completing the questionnaire for former team leaders and to arrange for follow-up interviews with some of them. Questionnaires were mailed to those who could not be reached in person.

CHAPTER IV

INTERPRETATION OF RESULTS

In the first part of this chapter the four hypotheses presented in the section "Purpose of the Study" were tested by evaluating material gathered from Teacher Corps interns and the control group of provisional teachers. Also additional data obtained from individuals who were involved or worked with Teacher Corps interns were utilized to help determine the validity of each hypothesis. The first hypothesis advanced in this study was:

When compared to provisional teachers assigned to inner-city schools, members of the Teacher Corps possessed a stronger commitment to work in the inner-city, had a higher rate of acceptance of regular assignment to inner-city schools, and remained longer.

The two major factors that were used to test this hypothesis were a comparison of the retention rates for the two groups and a study of their responses to the question concerning their reasons for becoming a Teacher Corps intern or a provisional teacher. In September of 1970 of the original one hundred ten Teacher Corps interns who entered the in-service phase of the program, thirty-five were still employed in Chicago Public Schools. Of the one hundred ten provisional teachers considered in this study, in September 1970, forty-four were still actively teaching in the Chicago Public School System. These figures represent retention rates of thirty-two percent for the Teacher Corps interns and forty percent for the provisional teachers. It was necessary to use the formula for finding the standard error of a percentage for the percentage for

both the interns and provisionals before using the formula to determine if there was a significant difference between the two percentages.¹

STANDARD ERROR OF A PERCENTAGE²

INTERNS:

$$s_p = \sqrt{\frac{PQ}{N}} = .045 = 4.5\%$$

PROVISIONALS:

$$s_p = \sqrt{\frac{PQ}{N}} = .047 = 4.7\%$$

The next step was to determine if there was a significant difference between the two percentages by first using the formula for finding the standard error of the difference between two percentages and then using the formula for t to determine if there was a significant difference between the two percentages. To use this procedure it was necessary to establish a null hypothesis that there was no significant difference between the percentages for the Teacher Corps interns and provisional teachers.

$$s_{(p_1 - p_2)} = \sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}} = .065 = 6.5\%$$

$$t = \frac{P_1 - P_2}{s_{(P_1 - P_2)}} = 1.2$$

1. William Addison Neiswonger, Elementary Statistical Methods, (New York: The MacMillan Company, 1966), pp. 377-392.

2. The explanation and actual computation for all formulas used in this study can be found in Appendix I.

On the basis of obtaining a t score of 1.2 (23 times out of one hundred that a t score as large as this or larger could occur by chance) it was necessary to accept the null hypothesis that there was no significant difference between the retention rate of the Teacher Corps interns and the control group of provisional teachers.

To help determine if there was a difference in commitment pertaining to a desire to work in the inner-city between the Teacher Corps interns and the provisional teachers, interns and provisional teachers were asked on their questionnaires what were their main reasons for joining the Teacher Corps or becoming a provisional teacher. Based on the assumption connected with the first hypothesis, it was felt that to the extent that the reasons presented by an individual were centered on a primary interest in entering the field of education or a specific desire to work in an inner-city area one's commitment would be stronger.

A study of the responses given by Teacher Corps interns concerning their reasons for becoming interns revealed that the reasons fell into four broad categories: (a) an interest in working in an economically depressed community or entering teaching, (b) a desire to receive a master's degree, (c) legally avoid military service, (d) and an indecision about future occupational plans. A similar study of the response of the provisional teachers also showed four broad categories, but the fourth category of an interest in receiving a master's expressed by the interns was replaced by a category that represented a desire for improvement in employment or an increase in salary. In certain instances the interns or provisional teachers did not provide an answer to this question and in other instances answers were given that could fit more than

one of the categories established. With these limitations in mind the totals for both groups will be presented.

Thirty-six of the interns expressed reasons that related to a sincere interest in entering the teaching profession - especially in an inner-city school. The totals for the other categories are: desire for a master's degree-fifteen, undecided concerning future plans and wanted to use the Teacher Corps for an opportunity plan for the future-six, and a method of avoiding military service-six. A few samples of reasons given by the interns follow:

To do something positive as an alternative to the draft.

M.Ed.

I wanted to teach and the program appealed to me - advanced degree.

To try something new and get involved with problems of teaching.

I wanted a master's degree.

Nothing else to do.

(1) To get professional experience; (2) to receive a master's degree

(3) to help people.

To gain knowledge of and experience with the city. To gain knowledge and experience in the black community.

I was interested in TESL and teaching reading in terms of Black English. Money.

Master's.

To become a good teacher.

Interested in teaching training program for the city.

To learn how to teach well under what I thought was going to be a revolutionary program.

To work against the destructive aspects of the Board of Education.

To contribute to my people. (I didn't do much, alas!).

Fourteen of the provisional teachers responded that they were primarily interested in becoming teachers and saw the chance to become a provisional teacher as an opportunity to enter the profession. Closely following in number to this category were the thirteen provisionals who stated legally avoiding military service was their major reason or motivation. Ten of the provisional teachers said they were undecided about future vocational choices, and five became provisional because it represented an improvement in employment or more money. Sample answers of provisionals follow:

I had few reasons or motives other than that I enjoyed the relationship I had with the children.

I plan to work in a clinic or private foundation in the area of art therapy. I wanted to work with the inner-city child to insure I would have experience with the children of the inner-city - to understand and appreciate their needs and environments.

The main reason was the challenge of the inner-city. If I could accomplish there, I could prove to myself if teaching was the profession for me or not.

Good pay. Something constructive to do while waiting till 26.

To avoid the draft and I thought once I was there maybe I could do something to help.

I needed a job.

Avoid the draft.

The teaching profession offered me more money than my job with the insurance company. It also offered me a deferment.

Avoid military service.

Obtain deferment. Wanted to make some contribution to the black community.

Curiosity.

I needed a job because I had just finished college and I had idealism verging on stupidity.

I wanted to be a teacher and had not taken the courses for it during college.

Money and avoid the draft.

Interested in doing something worthwhile for a good salary.

Summer vacation.

To dedicate myself to the teaching field.

I became tired of beating my head against the wall working with adults (CORE, SCLC, KOCO worker) and decided that if we are really serious about liberating ourselves, we had better be spending that six hours or so with our kids.

A comparison of percentages for the three categories that both the Teacher Corps interns and provisional teachers had in common showed the difference in motivational factors for both groups. Approximately thirty-one percent of the provisionals saw the possibility of a draft deferment as a primary reason as opposed to nine percent for Teacher Corps interns. A similar wide difference was revealed for the category of individuals who became involved in teaching because it could serve as a temporary occupation while more definite future plans were being formulated with twenty-four percent of the provisionals stating this reason against nine percent for the Teacher Corps interns. When the investigation focused on the percentage of responses for the two groups that specifically revealed that individuals entered inner-city schools because of an interest in teaching or a desire to

aid children, it was discovered that of the provisional teachers thirty-four percent were in this category and fifty-seven percent of the Teacher Corps interns also gave this as a major reason. On the basis of these percentage figures the Teacher Corps interns presented a more favorable picture than the provisional teachers in terms of the first hypothesis. The fifty-seven percent for Teacher Corps interns in the last category was in line with the ideals advanced by Teacher Corps, but there was a substantial representation of reasons that were not altruistic.

To judge if there was a significant difference for each of the three areas where the interns and provisionals had similar reasons for entering teaching, it was necessary to utilize the formulas for determining the standard error of each percentage, and the value of the t scores. Also, in each instance it was necessary to establish a null hypothesis that there was no significant difference between the two percentage figures. To provide for a uniform comparison for each of the three areas, it was necessary to consider the number selecting a choice as one percentage figure and then combining the other choices to constitute the balance. The first comparison was related to individuals in the two groups who stated that their primary reason for joining the Teacher Corps or becoming a provisional teacher was the possibility of a draft deferment. This reason was advanced by nine percent of the interns and thirty-one percent of the provisional teachers.

INTERNS:

$$s_p = \sqrt{\frac{PQ}{N}} + .033 = 3.3\%$$

PROVISIONALS:

$$s_p = \sqrt{\frac{PQ}{N}} = .07 = 7\%$$

$$s_{(p_1 - p_2)} = \sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}} = .077 = 7.7\%$$

$$t = \frac{P_1 - P_2}{s_{(p_1 - p_2)}} = 2.8$$

The t of 2.8 revealed a very significant difference between the Teacher Corps interns and the provisional teachers; therefore, it was necessary to reject the null hypothesis that there was no difference between the two groups in regard to the extent that the possibility of a draft deferment encouraged them to enter teaching. The possibility of a draft deferment had a significantly greater influence on the group of provisional teachers. One additional point that had to be considered with this particular reason was the number of males who were involved in the two programs. This factor was important because the matter of draft deferment would only apply to males. Out of the total of one hundred ten Teacher Corps interns, sixty-seven were male, and the control group of provisional teachers had seventy-eight males in the group.

The second item compared was the matter of individuals who had not definitely decided what occupational choice they wanted to pursue. Twenty-four percent of the provisionals and nine percent of the interns expressed this reason.

INTERNS:

$$s_p = \sqrt{\frac{PQ}{N}} = .033 = 3.3\%$$

PROVISIONALS:

$$S_p = \sqrt{\frac{PQ}{N}} = .064 = 6.4\%$$

$$S_{(P_1 - P_2)} = \sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}} = .072 = 7.2\%$$

$$t = \frac{P_1 - P_2}{S_{(P_1 - P_2)}} = 2.1$$

The t of 2.1 revealed that there was not a significant difference between the interns and the provisional teachers concerning the percentage who entered the teaching profession because they did not have definite plans for the future. In this instance it was necessary to accept the null hypothesis.

The final area was one of major importance that related to the individual having a sincere desire to teach or an interest in working with inner-city youngsters as the major reason for joining the Teacher Corps or becoming a provisional teacher. The responses showed that thirty-four percent of the provisional teachers and fifty-seven percent of the Teacher Corps interns gave this as their major reason.

INTERNS:

$$S_p = \sqrt{\frac{PQ}{N}} = .058 = 5.8\%$$

PROVISIONALS:

$$s_p = \sqrt{\frac{PQ}{N}} = .070 = 7\%$$

$$s_{(P_1 - P_2)} = \sqrt{\frac{P_1 \cdot Q_1}{N_1} + \frac{P_2 \cdot Q_2}{N_2}} = .092 = 9.2\%$$

$$t = \frac{P_1 - P_2}{s_{(P_1 - P_2)}} = 2.50$$

Since a t of 2.58 was necessary to consider the two percentages as being significantly different, the t of 2.5 is the area where the null hypothesis cannot be accepted or rejected with any certainty. Although the t of 2.5 is very close to the one percent level of confidence, it does not reach the needed level to reject the null hypothesis.

When the information provided concerning the retention rate for the former interns and provisional teachers and the stated reasons advanced for entering the teaching profession by individuals in both groups were combined, it was necessary to reject the first hypothesis that stated that Teacher Corps members had a greater commitment to work in the inner-city and remained longer than provisional teachers. The results of the three areas where interns and provisionals had common reasons for entering teaching generally tended to favor the interns. In one area the null hypothesis was accepted, for a second area the hypothesis could not be accepted or rejected, and in the third area, pertaining to draft deferments, the null hypothesis was rejected in favor of the interns. When the study moved from the realm where reasons for entering the teaching profession were stated to actually discovering how many individuals in both

groups remained to teach in inner-city schools, the comparison did not favor the Teacher Corps interns. Only thirty-two percent remained as compared to forty percent for the control group of provisional teachers.

Since in this investigation the major emphasis was on the group of former Teacher Corps interns, individuals in several groups who worked with the interns were asked to evaluate the commitment of interns toward teaching in the inner-city. Principals, cooperating teachers, teachers, and Teacher Corps team leaders were asked to evaluate the commitments of interns on a scale of the interns having a commitment to a large degree, to a moderate degree, or a complete lack of commitment. As mentioned in the limitation of the study section, this three-point scale only provides for a limited degree of discrimination between choices; therefore, on this question and all the other questions that utilize a three-point scale, the matter of a strong inclination for the respondents to select the moderate choice must be considered when interpreting the results. Table 1 illustrates the responses of the various groups.

TABLE 1

DEGREE OF COMMITMENT OF TEACHER CORPS INTERNS
AS SEEN BY INDIVIDUALS WHO WORKED
WITH THE INTERNS

		Large Degree		Moderate		Completely Lacking	Omitted
Principals	N=11	6 (55%)		4 (36%)		1 (9%)	
Cooperating Teachers	N=34	8 (24%)		17 (49%)		8 (24%)	1 (3%)
Teachers	N=33	12 (36%)		16 (49%)		5 (15%)	
Team Leaders	N=19	2 (11%)		12 (63%)		5 (26%)	

During the interviews that were held after some of the questionnaires had been returned, the matter of true commitment was discussed. As shown in the previous chart, some of the team leaders were very skeptical concerning the commitment of interns. When the former Teacher Corps team leaders were asked by means of questionnaires or interviews what they thought were the major reasons for people joining the Teacher Corps, only one former team leader gave an answer that could be considered completely positive concerning the motives of the interns. Eight team leaders gave answers that were a combination of both positive and negative factors. These team leaders mentioned the reasons presented previously by the Teacher Corps interns such as draft deferments, free master's degree, and indecision about future plans. Although these eight individuals gave responses that touched on the personal reasons of the Teacher Corps interns, they also felt that the majority of interns were sincerely interested in teaching inner-city students. The remaining ten team leaders had totally negative opinions concerning the reasons why interns entered the Teacher Corps. Here are a few examples or the range of opinions:

For the most part these people who joined were dedicated to bringing about educational change in the urban inner-city area.

(1) "Do goodism"; (2) Draft evasion; (3) Commitment to goals and objectives embodied in Teacher Corps philosophy.

Some joined because they really wanted to help. Others had less worthy motives. To many of the young men it was a way out of the army until their 26th birthday.

(1) To stay out of the army; (2) To get a master's degree;
(3) To bide time while making decisions about the future.

(1) Dodge the draft and get an easy master's (male); (2) Find a husband and get an easy master's (female).

In the follow-up interview, the principals were also asked to react to whether they felt there was any noticeable difference in commitment when Teacher Corps interns were compared to provisional teachers who worked at their schools. From the wide range of responses it was not possible to arrive at a positive conclusion for one group over the other. Generally, the chief instructional leaders in the schools did not feel that there was any definite difference between the two groups with respect to commitment to teaching in inner-city schools. The following quotation illustrates the general ambiguity connected with this question:

It is hard to make a generalization based on my experience--sometimes I feel that the women are more dedicated whether they are provisionals or Teacher Corps members.

The second hypothesis stated:

Because Teacher Corps interns have been provided with special training to teach successfully in the inner-city, they were more competent in the areas of management, and control of the inner-city classroom than provisional teachers assigned to inner-city schools.

Supposedly one of the major features of the Teacher Corps program is the idea of providing relevant training for the recruits so that they will be able to function in the inner-city classrooms. During the evaluation of the second hypothesis items that were employed to determine its validity were a comparison of the responses of the interns and the provisional teachers concerning the usefulness of the courses they were required to take, the aspect of teaching where they had the greatest amount of difficulty, and which skill related to teaching they felt had the greatest amount of difficulty, and which skill

related to teaching they felt was most needed by a new teacher. Later the opinions of the principals, Teacher Corps team leaders, cooperating teachers, and other teachers were sought to aid in the evaluation of the success of Teacher Corps interns in the areas of classroom control and management.

Interns were asked to evaluate the Teacher Corps pre-service and the in-service programs in terms of how they helped them teach in the inner-city by selecting one of the following choices: outstanding, more than adequate, satisfactory, inadequate, and very inadequate. To make a comparison, provisional teachers were asked to evaluate on the same scale the usefulness of the courses they were required to take during their first year of teaching. Results are presented in Table 2.

TABLE 2

EVALUATION BY TEACHER CORPS INTERNS AND PROVISIONAL
TEACHERS OF REQUIRED COURSES AS AN AID
FOR TEACHING IN THE INNER-CITY

	Outstanding	More Than Adequate	Satis- factory	Inadequate	Very Inadequate	Omitted
Interns Pre-Service N=73	2 (3%)	4 (5%)	28 (38%)	30 (41%)	7 (10%)	2 (3%)
Interns In-Service N=73		3 (4%)	22 (30%)	27 (37%)	19 (25%)	2 (3%)
Provisionals		1 (2%)	7 (16%)	17 (39%)	18 (41%)	1 (2%)

In this study the responses for the choices of outstanding and more than adequate were combined to give one percentage figure for the individuals who approved of the courses. This same procedure was used to combine the inadequate and very inadequate choices to get a clearer picture of the two extremes. For both the interns and provisionals the favorable responses are minuscule—interns pre-service 6%, interns in-service 4%, and provisionals 1%. In contrast to these small percentages, the percentages for the combined total for inadequate and very inadequate were 51% (interns pre-service), 63% (interns in-service), and 80% (provisionals). It was clear that there was a large amount of dissatisfaction with the required courses, but even with this overall high degree of dissatisfaction the provisionals expressed this dissatisfaction to a greater extent than the Teacher Corps interns. The two percentages presented previously for the combined categories of inadequate and very inadequate were used to discover if there was a significant difference between the interns and provisionals concerning their evaluation of courses offered. A null hypothesis was established that there was no difference between the 63 percent dissatisfaction with the in-service program expressed by the interns and the 80 percent for the provisionals. The formulas for finding the standard error of a percentage, the significant difference between two percentages, and determining t were used.

INTERNS:

$$s_p = \sqrt{\frac{PQ}{N}} = .057 = 5.7\%$$

PROVISIONALS:

$$s_p = \sqrt{\frac{PQ}{N}} = .06 = 6\%$$

$$s_{(P_1 - P_2)} = \sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}} = .082 = 8.2\%$$

$$t = \frac{P_1 - P_2}{s_{(P_1 - P_2)}} = 2.1$$

Because the 2.1 value of t represented a level of confidence between the 5% level (1.96) and the 1% level 2.58), it was not clear whether the difference between the two percentages was significant. Although it was not possible to get a definite answer to whether the 17% difference between the two groups was significant, on a strict percentage basis, it seemed as though the Teacher Corps interns thought that they received more useful help even though the level of satisfaction was very low.

Next, the investigation of the hypothesis moved to a study of the responses of the two groups in terms of which areas usually associated with teaching were major problems for them. Both groups were asked a similar question on their questionnaire to assemble their responses concerning this matter.

Interns: As a new Teacher Corps intern which of the following did you find the most difficult?

Provisionals: As a new provisional teacher which of the following did you find most difficult?

The alternatives for both questions were - (a) develop student interest;

(b) write lesson plans; (c) maintain classroom discipline; (d) keep accurate school records; and (e) provide for individual differences.

The responses are shown in Table 3.

TABLE 3

AREAS OF MAJOR CLASSROOM DIFFICULTY FOR TEACHER
CORPS INTERNS AND PROVISIONAL TEACHERS

	Interns N=73	Provisionals N=44
A. DEVELOP STUDENT INTEREST	0 (0%)	4 (9%)
B. WRITE LESSON PLANS	10 (14%)	5 (11%)
C. MAINTAIN CLASSROOM DISCIPLINE	29 (40%)	17 (39%)
D. KEEP ACCURATE SCHOOL RECORDS	4 (5%)	1 (2%)
E. PROVIDE FOR INDIVIDUAL DIFFERENCES	29 (40%)	15 (34%)
OMITTED	1 (1%)	2 (5%)

It was important that the matter of maintaining classroom discipline was selected as being the area of major difficulty by a large percentage of the Teacher Corps interns (40%) and provisional teachers (39%). As mentioned in the chapter on related literature, the matter of classroom control and discipline was a major concern of new teachers.³ One of the central purposes of the Teacher Corps Program was to help interns overcome this problem by developing a unique program of teacher training. But the results showed that the classroom control was still a major problem for the interns. Since the percentages

³. Cooperative Research Project No. 935, p. 210

for both groups were at the same level, this tended to refute the second hypothesis. Based on their experience both groups were asked to respond to which skill is most needed by a new teacher. This question was included because there was a belief that there would be a difference between what was considered most difficult and what was most needed. The results for both groups are presented in Table 4.

TABLE 4

ABILITIES MOST NEEDED BY NEW TEACHERS AS SEEN BY TEACHER
CORPS INTERNS AND PROVISIONAL TEACHERS.

	Interns N=73	Provisionals N=44
A. DEVELOP STUDENT INTEREST	33 (45%)	22 (50%)
B. WRITE LESSON PLANS	1 (1%)	1 (2%)
C. MAINTAIN CLASSROOM DISCIPLINE	27 (37%)	13 (30%)
D. KEEP ACCURATE SCHOOL RECORDS	2 (3%)	0 (0%)
E. PROVIDE FOR INDIVIDUAL DIFFERENCES	10 (14%)	8 (18%)

In an effort to determine if there was a significant difference between the thirty-seven percent of the Teacher Corps interns and the thirty percent of the provisional teachers who selected maintaining classroom discipline as most needed, it was necessary to find the standard error for both percentages, the significance of the difference between the two percentages, and the value of t .

INTERNS:

$$s_p = \sqrt{\frac{PQ}{N}} = .057 = 5.7\%$$

PROVISIONALS:

$$s_p = \sqrt{\frac{PQ}{N}} = .069 = 6.9\%$$

After establishing the null hypothesis that there was not any significant difference between the two percentages, it was necessary to use the appropriate formula to test this hypothesis.

$$s_{(P_1 - P_2)} = \sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}} = .089 = 8.9\%$$

$$t = \frac{P_1 - P_2}{s_{(P_1 - P_2)}} = .8$$

The t of .8 made it necessary to accept the null hypothesis that there was no significant difference between the two percentages. When compared to provisional teachers, Teacher Corps interns had an equal or greater concern for new teachers being able to maintain classroom discipline.

On the basis of the criteria established to evaluate the second hypothesis it was necessary to reject the second hypothesis that stated that the special training provided for Teacher Corps interns allowed them to achieve greater success than provisionals in regard to classroom control and management of inner-city classrooms. Almost an equal percentage for both groups selected maintaining classroom discipline as their major difficulty. In the other two

areas compared for this hypothesis a significant difference between the Teacher Corps interns and the provisional teachers was not found. Because of these facts it was not possible to accept the second hypothesis. As with the first hypothesis, an effort was made to gather the reactions of individuals who came in contact with the former Teacher Corps interns. In regard to the matter of classroom management and control they were asked to give their opinion concerning whether they felt the interns had the needed skills to a large degree, moderate degree, or completely lacking. Results are presented in Table 5.

TABLE 5

DEGREE OF CLASSROOM CONTROL FOR TEACHER CORPS INTERNS AS SEEN BY
INDIVIDUALS WHO WORKED WITH THE INTERNS

		Large Degree	Moderate	Completely Lacking
Principals	N=11	1 (9%)	10 (91%)	0 (0%)
Cooperating Teachers	N=34	2 (6%)	21 (62%)	11 (32%)
Teachers	N=33	6 (18%)	22 (67%)	5 (15%)
Team Leaders	N=19	1 (5%)	13 (68%)	5 (27%)

Table 5 revealed that generally most of the individuals who worked with the interns felt the Corps members had skills related to classroom control to a moderate degree. The selection of a moderate degree ranged from ninety-one

percent of the principals to sixty-two percent for the cooperating teachers. When a comparison was made of the two extremes for this question, there was a greater concentration in the area of completely lacking. Approximately one-third of the cooperating teachers and approximately one-fourth of the team leaders felt that the interns were completely lacking in the area of classroom control.

The third hypothesis dealt with the relationship between the colleges and the interns.

Because the Teacher Corps program is based on a close relationship between the local school system and the participating colleges and universities, in comparison to provisional teachers, Teacher Corps interns were able to provide a better instructional program for inner-city students.

The factors that were used to evaluate this hypothesis were the responses of the interns and provisionals concerning their satisfaction with the curriculum offered at their schools, how frequently they were encouraged to attempt to use new techniques and material, and how often they did actually utilize new approaches for instruction. To gather additional information pertaining to this hypothesis other individuals who had an opportunity to observe the Teacher Corps interns were asked to evaluate the instructional program of the former Teacher Corps interns.

Both the Teacher Corps interns and the provisional teachers were asked a similar question related to their opinion of the curriculum of the school where they worked.

INTERNS: How did you feel about the curriculum offered at the school where you served your internship?

PROVISIONALS: How did you feel about the curriculum offered at the school where you were first assigned as a provisional?

These questions served a dual purpose that they were utilized to investigate how the interns and provisionals felt about the curriculum that was being offered to the students and later on the basis of these feelings, what they did in their individual classrooms to improve the curriculum offered. The evaluation of the curriculum by the two groups is shown in Table 6.

TABLE 6

DEGREE OF SATISFACTION OF INTERNS AND PROVISIONAL
TEACHERS WITH THE SCHOOL'S CURRICULUM

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Interns N=73	2 (3%)	9 (12%)	17 (23%)	32 (44%)	13 (18%)
Provisionals N=44	3 (7%)	11 (25%)	6 (14%)	19 (43%)	5 (11%)

The results seem to show that the Teacher Corps interns had a slightly higher degree of dissatisfaction with the curriculum of the schools where they worked. Sixty-seven percent of the interns were dissatisfied or very dissatisfied with the curriculum. From the group of provisional teachers, fifty-four percent selected these two negative choices.

Next the investigation focused on the encouragement the individuals in the two groups felt they received to try new ideas and techniques in their in-

struction. Both the interns and the provisionals were asked how often they were encouraged to attempt new approaches in their instruction. Table 7 presents these results.

TABLE 7

AMOUNT OF ENCOURAGEMENT RECEIVED BY TEACHER
CORPS INTERNS AND PROVISIONAL TEACHERS
TO TRY NEW INSTRUCTIONAL APPROACHES

	Constantly	Frequently	Seldom	Never	Omitted
Interns N=73	9 (12%)	41 (56%)	18 (25%)	3 (4%)	2 (3%)
Provisionals N=44	4 (9%)	11 (25%)	16 (36%)	13 (30%)	

It was clear that the Teacher Corps interns received more encouragement to attempt new instructional methods and techniques. The choices for receiving constant and frequent encouragement to attempt new techniques were combined to give one percentage figure for each group. A null hypothesis was established that there was not a significant difference between the sixty-eight percent for the Teacher Corps interns and the thirty-four percent for the provisional teachers. The standard error for both percentages, the significance of the difference between the two percentages, and the value of t were computed to test this null hypothesis.

INTERNS:

$$s_p = \sqrt{\frac{PQ}{N}} = .055 = 5.5\%$$

PROVISIONALS:

$$s_p = \sqrt{\frac{PQ}{N}} = .071 = 7.1\%$$

$$s_{(P_1 - P_2)} = \sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}} = .090 = 9\%$$

$$t = \frac{P_1 - P_2}{s_{(P_1 - P_2)}} = 3.77$$

The t of 3.77 represented a very high level of significant difference between the Teacher Corps interns and the provisional teachers. It was necessary to reject the null hypothesis because the t of 3.77 represents less than one chance in one thousand that the difference occurred on the basis of the composition of the sample.

After seeing the amount of satisfaction and dissatisfaction voiced by the two groups and the amount of encouragement they received to initiate new methods and utilize new materials, the study compared the degrees that attempts were made by the two groups to try new techniques. The results from the previous two tables showed that the interns generally expressed a greater degree of dissatisfaction and received more encouragement than the provisional teachers. The objective of the next question was to determine if the combination of dissatisfaction with the present curriculum and a high degree of encouragement to attempt new approaches caused individuals to utilize new methods of instruction to alter the school's curriculum. Both the interns and

provisional teachers were asked how often they attempted new techniques and approaches in their instruction. The response for both groups are shown in Table 8.

TABLE 8

FREQUENCY WITH WHICH TEACHER CORPS INTERNS
AND PROVISIONAL TEACHERS UTILIZE
NEW TECHNIQUES OF INSTRUCTION

	All the Time	Approximately 75% of the Time	Approximately 50% of the Time	Approximately 25% of the Time	Never
Interns N=73	8 (11%)	16 (22%)	31 (42%)	14 (19%)	4 (6%)
Provisionals N=44	9 (20 1/2%)	9 (20 1/2%)	12 (27%)	14 (32%)	0 (0%)

Table 8 revealed that approximately one-tenth of the interns and one-fifth of the provisionals felt that they used new techniques for instruction all the time. At the frequency of approximately 75% of the time the percentage figures for the two groups are similar. When the percentages for the approximately 50% and 25% of the time were combined, it was seen that the totals for the two groups were very close (61% for the interns and 59% for the provisionals).

In this study it was assumed that the interns and provisionals would have the same idea of what was considered to be new methods, and on the basis of the response it was clearly revealed that the interns expressed a greater

degree of dissatisfaction with the curriculum being offered and were also encouraged to a greater degree to attempt new methods and techniques than the provisional teachers. But when the interns were asked how often they tried new and innovative ideas to initiate change in the curriculum or instruction, the clear difference between the interns and the provisionals was not apparent. This fact is important because it illustrates that interns were given the opportunity to use innovative techniques, but continued to utilize regular methods.

Because the third hypothesis covered several areas that are vital for effective classroom instruction, several groups who had worked with the interns were asked to evaluate several aspects of the instructional program offered by the interns. The ability of the teachers to adequately organize instructional material for an effective program is an important facet of teacher preparation. To ascertain the degree that interns possessed skills related to this area, individuals in each of the groups were asked to evaluate the ability of the interns to prepare lesson plans and units. The opinions are presented in Table 9.

TABLE 9

ABILITY OF TEACHER CORPS INTERNS TO PREPARE ADEQUATE LESSON PLANS AND UNITS
AS SEEN BY INDIVIDUALS WHO WORKED WITH THE INTERNS

		Large Degree	Moderate	Completely Lacking	Omitted
Principals	N=11	4 (36%)	7 (64%)	0 (0%)	
Cooperating Teachers	N=34	10 (29%)	16 (47%)	8 (24%)	
Teachers	N=33	12 (36%)	18 (55%)	1 (3%)	2 (6%)
Team Leaders	N=19	5 (26%)	12 (63%)	2 (11%)	

The majority of individuals in all of the groups felt the interns had the necessary skills related to instructional planning from a moderate to a large degree. Twenty-four percent of the cooperating teachers and eleven percent of the team leaders stated that they felt that the interns were completely lacking in this area.

Two closely related factors that generally have a high correlation with the success teachers achieve are the enthusiasm teachers have for their job and the degree that they possess new ideas for teaching. Table 10 represents the extent that Teacher Corps interns possessed these two qualities as evaluated by some of their co-workers.

TABLE 10

THE DEGREE THAT TEACHER CORPS INTERNS POSSESSED ENTHUSIASM
FOR TEACHING AND NEW IDEAS FOR INSTRUCTION AS SEEN
BY INDIVIDUALS WHO WORKED WITH THE INTERNS

		Large Degree	Moderate	Completely Lacking	Omitted
Principals	N=11	4 (36%)	7 (64%)	0 (0%)	
Cooperating Teachers	N=34	16 (47%)	14 (41%)	4 (12%)	
Teachers	N=33	12 (36%)	18 (55%)	2 (6%)	1 (3%)
Team Leaders	N=19	7 (37%)	9 (47%)	3 (16%)	

Table 10 showed that these areas were seen as a major strength of the interns. Approximately one-third to one-half of the individuals in the four different groups questioned, felt that interns had enthusiasm and new ideas for teaching

to a large degree. Most of the other individuals questioned selected the moderate degree category. The highest percentage for the completely lacking choice was the sixteen percent recorded for the team leaders.

Constructive student participation is an integral part of a successful instructional program. Because of the importance of this matter, individuals who worked at the schools where the interns served their internship were asked to evaluate the interns in terms of their success in encouraging student involvement. Results are presented in Table 11.

TABLE 11

ABILITY OF TEACHER CORPS INTERNS TO ENCOURAGE CONSTRUCTIVE
STUDENT PARTICIPATION AS SEEN BY INDIVIDUALS
WHO WORKED WITH THE INTERNS

		Large Degree	Moderate	Completely Lacking	Omitted
Principals	N=11	4 (36%)	7 (64%)	0 (0%)	
Cooperating Teachers	N=34	13 (38%)	16 (47%)	5 (15%)	
Teachers	N=33	10 (30%)	21 (64%)	2 (6%)	
Team Leaders	N=19	5 (26%)	11 (58%)	3 (16%)	

Once again, generally the interns were seen in a positive light. From one-fourth to one-third of the principals, cooperating teachers, teachers and team leaders felt that interns had the ability for developing constructive student participation to a large degree. The majority of the other responses were in the moderate category. It seemed as though the majority of individuals

felt that the interns were able to develop good rapport with their students to encourage them to become involved in classroom activities.

It was shown previously from the question asked the Teacher Corps interns that they considered the matter of providing for individual differences as one of the areas of major difficulty and concern for them. To obtain a second viewpoint of the interns' ability in this area, several other groups were asked to evaluate the interns' skill for providing for individual differences. The opinions are shown in Table 12.

TABLE 12

EXTENT THAT TEACHER CORPS INTERNS POSSESSED THE SKILL TO
PROVIDE FOR INDIVIDUAL DIFFERENCES AND GROUP
INSTRUCTION AS SEEN BY INDIVIDUALS WHO
WORKED WITH THE INTERNS

		Large Degree	Moderate	Completely Lacking	Omitted
Principals	N=11	1 (9%)	9 (82%)	1 (9%)	
Cooperating Teachers	N=34	4 (12%)	21 (62%)	9 (26%)	
Teachers	N=33	8 (24%)	25 (76%)	0 (0%)	
Team Leaders	N=19	2 (10%)	14 (74%)	3 (16%)	

The results for this item illustrate that as with some of the other areas studied previously, that generally the team leaders and cooperating teachers found the interns with greater weaknesses in this area related to instruction than the teachers or principals. The majority of individuals in all groups selected

the moderate degree choice. The teachers, as a group, had the highest estimation of the skill of the interns to provide for individual differences and group instruction with twenty-four percent of them selecting the large degree alternative.

An understanding and command of the subject matter being presented to the students is an important factor in the success of teaching. The four groups were asked to evaluate the degree that interns possessed a mastery of the curriculum being offered. Table 13 shows how individuals who worked with the interns evaluated the interns command of the subject matter.

TABLE 13

DEGREE THAT TEACHER CORPS INTERNS POSSESSED AN ADEQUATE
MASTERY OF THE SUBJECT MATTER BEING TAUGHT AS SEEN
BY INDIVIDUALS WHO WORKED WITH THE INTERNS

		Large Degree	Moderate	Completely Lacking	Omitted
Principals	N=11	1 (9%)	10 (91%)	0 (0%)	
Cooperating Teachers	N=34	12 (35%)	18 (53%)	4 (12%)	
Teachers	N=33	16 (48%)	17 (52%)	0 (0%)	
Team Leaders	N=19	8 (42%)	9 (47%)	2 (11%)	

Table 13 showed that except for approximately one-tenth of the cooperating teachers and team leaders, all of the other respondents felt that the interns had a mastery of the school's subject matter from a moderate to a large degree. The cooperating teachers and team leaders had substantial percentages in the

moderate and large degree categories. On this question the bulk of the principals selected the moderate choice.

The ability to motivate students to learn is the key factor in many instructional situations. Almost all educational authorities will agree that greater gains will be achieved if the students are motivated to achieve. Previously it was seen that interns did not feel that developing student interest was a major difficulty for them and that developing this interest was the ability most needed by a new teacher. As with the other areas related to instruction, the principals, cooperating teachers, teachers, and team leaders were asked to determine the degree that interns were able to motivate their students. Their viewpoints are presented in Table 14.

TABLE 14

EVALUATION BY INDIVIDUALS WHO WORKED WITH TEACHER CORPS INTERNS OF THE EXTENT THAT INTERNS POSSESSED AN AWARENESS OF VARIOUS TECHNIQUES THAT COULD BE USED TO MOTIVATE STUDENTS

		Large Degree	Moderate	Completely Lacking	Omitted
Principals	N=11	0 (0%)	11 (100%)	0 (0%)	
Cooperating Teachers	N=34	8 (24%)	23 (67%)	3 (9%)	
Teachers	N=33	9 (27%)	24 (73%)	0 (0%)	
Team Leaders	N=19	4 (21%)	12 (63%)	3 (16%)	

The results tended to show that these individuals tended to agree with the interns' evaluation that the interns had a high degree of success in motivating

students. For all the groups the largest percentages appeared in the column for a moderate degree. Only the cooperating teachers and team leaders had individuals selecting the completely lacking choice to describe the motivational skills of the Teacher Corps interns.

It is important that a teacher be cognizant of the objectives of her instruction to help guide the direction of the lessons. This knowledge is necessary whether the objectives are formulated by the teacher, the student, or through a joint effort. To determine how Teacher Corps interns had an understanding of specific and general objectives and the ability to direct instruction to achieve them, the principals, cooperating teachers, teachers, and team leaders were asked to evaluate the interns in these areas. Table 15 presents the evaluation of these skills by groups who had contact with the interns in the schools.

TABLE 15

ABILITY OF TEACHER CORPS INTERNS TO KEEP SPECIFIC AND GENERAL OBJECTIVES IN MIND WHILE TEACHING AS SEEN BY INDIVIDUALS WHO WORKED WITH THE INTERNS

		Large Degree	Moderate	Completely Lacking	Omitted
Principals	N=11	0 (0%)	10 (91%)	0 (0%)	1 (9%)
Cooperating Teachers	N=34	5 (15%)	25 (73%)	4 (12%)	
Teachers	N=33	9 (27%)	23 (70%)	0 (0%)	1 (3%)
Team Leaders	N=19	2 (11%)	13 (68%)	4 (21%)	

Table 15 is very similar to the previous table with a heavy concentration for all groups on the moderate degree choice and only individuals representing the cooperating teachers and team leaders selecting the completely lacking alternative. It seemed safe to state that the Teacher Corps interns had a knowledge of the objectives for their lessons.

After objectives have been determined and the process related to instruction has taken place, it is time to evaluate the extent that the desired objectives have been achieved. To successfully perform this task, it is necessary that an individual have at his command a variety of methods to measure results in various areas. In an effort to estimate the degree that interns possessed a variety of techniques to evaluate the results of their instruction, the opinions of the principals, cooperating teachers, other teachers, and team leaders who worked at the same schools as the Teacher Corps interns were gathered. Results are shown in Table 16.

TABLE 16

EVALUATION BY INDIVIDUALS WHO WORKED WITH TEACHER CORPS INTERNS OF
OF THE EXTENT THAT INTERNS POSSESSED THE ABILITY TO USE A
VARIETY OF TECHNIQUES TO EVALUATE THE
SUCCESS OF INSTRUCTION

		Large Degree	Moderate	Completely Lacking	Omitted
Principals	N=11	0 (0%)	10 (91%)	0 (0%)	1 (9%)
Cooperating Teachers	N=34	7 (21%)	23 (67%)	4 (12%)	
Teachers	N=33	8 (24%)	20 (61%)	4 (12%)	1 (3%)
Team Leaders	N=19	0 (0%)	15 (79%)	4 (21%)	

The responses for the cooperating teachers and the teachers are very similar for all choices. Although neither the principals nor the team leaders had any representation in the large degree column, there was a difference in the completely lacking column with the principals having a zero percentage and the team leaders having twenty-one percent.

A recapitulation of the results of these eight tables showed that generally individuals in these groups felt that the interns possessed skills related to classroom instruction to a moderate degree. It is advisable when studying these results to remember the possible limitation mentioned previously concerning the use of the three-point scale. The choices of a "large degree" or "completely lacking" might have been too extreme for some of the individuals answering these questions, and with only the "moderate" choice left, selected it to describe the interns. Also, the choice of to a "large degree" exceeded the completely lacking choice twenty-eight out of a possible thirty-two times. When a comparison of the opinions of the groups was made, it was discovered that the principals and teachers had more favorable opinions of the Teacher Corps interns than the cooperating teachers and team leaders. It must be remembered that usually the cooperating teachers and team leaders had greater opportunities to observe the Teacher Corps interns in the classroom.

Finally, with respect to this hypothesis that was centered on an evaluation of the teaching abilities of the Teacher Corps interns, the principals and Teacher Corps team leaders were asked how many interns should remain to teach in the inner-city based on the interns' capability to effectively teach in the inner-city. Table 17 illustrates the opinions of the two groups concerning this matter.

TABLE 17

OPINIONS OF PRINCIPALS AND TEACHER CORPS TEAM LEADERS PERTAINING TO
HOW MANY TEACHER CORPS INTERNS SHOULD REMAIN TO TEACH IN INNER-
CITY SCHOOLS BASED ON THE INTERNS'
ABILITY TO DO A SUCCESSFUL JOB

		All of Them	Most of Them	A Few of Them	None of Them
Principals	N=11	1 (9%)	4 (36%)	6 (55%)	0 (0%)
Team Leaders	N=19	2 (11%)	7 (36%)	8 (42%)	2 (11%)

A study of this table revealed a heavy concentration in the two center columns with a slight edge for the choice recommending a few interns remain to teach in the inner-city over the choice of most of them remaining. Although nine percent of the principals and eleven percent of the team leaders felt that all of the interns whom they came in contact with should remain to teach in inner-city schools, by combining the columns for all and most and then comparing these two against the columns for a few and none, a slight majority of the respondents selected the latter two.

On the basis of the information gathered it was necessary to reject the third hypothesis. The rejection was centered on the factor that the interns expressed greater dissatisfaction with the schools' curriculum than the provisionals, received more encouragement to attempt new ideas for instruction, but they did not, to a significant extent, utilize new methods in their classrooms when compared with the provisional teachers. Although it was necessary to reject the third hypothesis, generally the interns received complimentary

evaluations for their skill and ability in several areas related to successful instruction from individuals who worked at the same schools where the interns worked. The complimentary evaluations were not uniform for the four groups questioned because the team leaders and cooperating teachers who had the closest contact with the interns had a somewhat more negative opinion of the interns' abilities than the principals and other teachers in the school.

The fourth hypothesis concentrated on the attitude of Teacher Corps interns and provisional teachers toward the students in inner-city schools.

In terms of having a positive attitude toward inner-city students and a belief that inner-city students have potential on a par with other students, members of the Teacher Corps possessed a more optimistic attitude than provisional teachers.

The choices of the interns and provisionals from the list of adjectives used to describe inner-city students were utilized to evaluate the validity of this hypothesis. Also, the reactions of both groups in terms of their feeling concerning acceptance or rejection by the students was studied because it was felt that some of the reasons stated for the degree of acceptance or rejection had a bearing on this particular hypothesis. Later in the investigation of this hypothesis the reactions of other individuals who worked with the Teacher Corps were sought to ascertain how they felt the interns understood the needs of some inner-city students.

In an effort to evaluate the attitude of the interns and the control group of provisionals concerning inner-city youngsters, they were asked on their questionnaires to select from a list of fifty descriptive adjectives the six or seven that best described the students they taught during their internship

or their first year as a provisional teacher. The top ten choices in terms of frequency are shown in Table 18.

TABLE 18

RANK ORDER OF THE TEN MOST FREQUENTLY SELECTED ADJECTIVES BY
TEACHER CORPS INTERNS AND PROVISIONAL TEACHERS TO
DESCRIBE CHARACTERISTICS OF INNER-CITY STUDENTS

TEACHER CORPS INTERNS N=73		PROVISIONAL TEACHERS N=44	
<u>Adjectives</u>	<u>Number of Times Selected</u>	<u>Adjectives</u>	<u>Number of Times Selected</u>
1. Frustrated	38	1. Frustrated	19
2. Friendly	36	2. Emotional	15
3. Talkative	27	3. Hyperactive	14
4. Alert	23	4. Noisy	12
5. Emotional	23	5. Playful	12
6. Noisy	20	6. Friendly	12
7. Creative	19	7. Impulsive	11
8. Playful	19	8. Talkative	11
9. Curious	18	9. Moody	10
10. Honest	17	10. Bitter	7(tie)
		10. Curious	7(tie)

A study of this table revealed that there was a large degree of overlap between the two groups because seven of the adjectives appeared in both lists. Although these seven adjectives pointed toward similarity, there was a distinct difference between the items selected by one group, but not the other. The other three items in the top ten selected by the former interns (alert, creative, and honest) definitely could be considered positive characteristics. However, the three adjectives and the one tied for tenth that only appear on the list for the former provisionals (hyperactive, impulsive, moody, and

bitter) could be considered to be negative in nature. Concentrating on the most frequently listed adjectives that are not common to both groups, it appeared as though the Teacher Corps interns had a more positive outlook concerning inner-city pupils.

At this point the matter of how individuals felt concerning their acceptance or rejection by the students will be considered. Both interns and provisionals were asked these questions:

How were you accepted by the students of the school?

What do you feel was the major reason for the degree of your acceptance or rejection?

The purpose for asking these questions was to see if there was a pattern of difference between the Teacher Corps interns and the control group of provisionals toward the inner-city students. The responses to the first question in regard to acceptance or rejection are presented in Table 19.

TABLE 19

EVALUATION BY TEACHER CORPS AND PROVISIONAL TEACHERS
CONCERNING THEIR ACCEPTANCE BY INNER-CITY STUDENTS

	Warmly Accepted	Accepted	Neutral	Rejected	Strongly Rejected
Interns N=73	27 (37%)	37 (51%)	7 (9%)	0 (0%)	2 (3%)
Provisionals N=44	12 (27%)	20 (46%)	8 (18%)	4 (9%)	0 (0%)

The results show that generally individuals in both groups felt that they were accepted by the students with 88% of the interns selecting either the warmly accepted or accepted choice and 73% of the provisionals selecting one of these two choices. In an attempt to determine if there was a significant difference between the 88% for the Teacher Corps interns and the 73% for the provisional teachers, the formulas for finding the standard error of a percentage, the significant difference between two percentages, and the value of the t were utilized. As in previous instances the first step was to establish a null hypothesis that there was not any significant difference between the 88% of the interns and the 73% of the provisional teachers.

INTERNS:

$$s_p = \sqrt{\frac{PQ}{N}} = .038 = 3.8\%$$

PROVISIONALS:

$$s_p = \sqrt{\frac{PQ}{N}} = .066 = 6.6\%$$

$$s_{(P_1 - P_2)} = \sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}} = .076 = 7.6\%$$

$$t = \frac{P_1 - P_2}{s_{(P_1 - P_2)}} = 2.0$$

It was not possible to determine if there was a significant difference between the two percentages because the 2.0 value of t represented a confidence level between one and five percent.

The reasons given by the interns and provisionals concerning their acceptance or rejection by the students were much more informative than the percentage figures related to the degree of acceptance. Following are examples of how individual Teacher Corps interns and provisional teachers felt they were accepted or rejected and the reasons.

INTERNS:

Warmly accepted-I have a great love and concern for all children and I also have a positive attitude toward teaching. I love working with children and guiding and motivating.

Neutral-Some students had mixed emotions about my race, while others accepted it.

Accepted-I managed to demonstrate a sincere interest in them and they responded.

Warmly accepted-Honesty in my attitudes towards the students-mutual respect and confidence.

Warmly accepted-My jokes. I always try to help the child.

Accepted-I enjoyed being with each child.

Warmly accepted-Children in their own way can usually sense when a teacher loves them and wants their minds to grow as much as they damn-well can.

Warmly accepted-I think they just responded naturally to somebody who was friendly, showed an interest in them, and was different.

Accepted-Generally, those we worked with on an individual basis dug the special attention. However, there were still many who viewed us as dirty honkies.

Accepted-I went to a similar grammar school and could empathize with the "problem" children.

Accepted-The children need a lot of attention and we were able to provide extra help. Also, we were not figures of authority.

Accepted-Genuine concern.

Warmly accepted-We liked the kids. They were wonderful people.

Warmly accepted-The kids welcome any chance to learn. Any interested adult is welcome until outside pressure forces disapproval.

PROVISIONALS:

Rejected-Racial prejudice and lack of acceptance of authority.

Accepted-Showed great interest in all students' education and welfare. Spent free weekends helping students.

Warmly accepted-I was of the community and many of the students knew me before I started teaching. I resided two blocks from school and the students were frequent visitors to my apartment (4th graders in groups).

Rejected-I was totally ill prepared for the problems of inner-city children or how to cope with them. I was not helped, but watched to see if I were a racist.

Warmly accepted-They must know you are capable and interested.

Accepted-Color difference.

Rejected-Hated the system and school.

Warmly accepted-The students knew I genuinely wanted to help them learn and improve themselves and 99% forgave me for being white.

Accepted-The children felt I was making a real effort to help them learn.

Accepted-I was too young, too emotionally involved, and too white.

Neutral-To the students, I was another foe, something in their lives to conquer. They didn't like or dislike me. They just regarded me as another adversary.

Accepted-There is a wider range of diversity in student personalities than in faculty personalities because there are more students than faculty; therefore, it is difficult to determine the actual degree of acceptance. My being in the racial minority affected one or two of the students at first. For the most part, the students were congenial. They could sense that I was sincere in trying to help. Walking home with some of the children on my way to the bus stop helped them realize I was a real person and not an

invader from another world. To sum it up, we liked each other and so we accepted each other.

Although it was not possible to establish a significant difference between the interns and provisionals in terms of how they felt they were accepted by their students, on a strictly percentage basis, the interns had a higher percentage of acceptance. Also, a comparison of the descriptive adjectives for the inner-city students showed that the interns had a tendency to select more positive adjectives than the provisionals. Finally, a study of the stated reasons of the interns and provisionals for their degree of acceptance or rejection by their students revealed more pessimism on the part of provisional teachers. Because of the above facts the fourth hypothesis was accepted.

In connection with the fourth hypothesis other individuals were asked to evaluate the interns' understanding of certain problems associated with some inner-city youngsters. A few of the problems referred to in this question are that some students may come from broken homes, suffer from an inadequate diet, lack necessary clothing, lack the proper health care, or live in very cramped apartments. The purpose was to measure the degree which interns were aware that some problems might exist in the inner-city school that would not be present in an average middle-class school. It was felt that the greater the knowledge, the greater the positive attitude. On the questionnaires for principals, teachers, team leaders, and cooperating teachers they were asked to what extent did Teacher Corps interns understand the special needs and problems of some inner-city students. Table 20 presents the opinions of these individuals.

TABLE 20

DEGREE THAT TEACHER CORPS INTERNS POSSESSED AN UNDERSTANDING OF
THE SPECIAL NEEDS AND PROBLEMS OF SOME INNER-CITY STUDENTS AS
MEASURED BY INDIVIDUALS WHO WORKED WITH THE INTERNS

		Large Degree	Moderate	Completely Lacking
Principals	N=11	6 (55%)	5 (45%)	0 (0%)
Cooperating Teachers	N=34	11 (32%)	15 (44%)	8 (24%)
Teachers	N=33	14 (43%)	12 (36%)	7 (21%)
Team Leaders	N=19	9 (47%)	7 (37%)	3 (16%)

For the four groups questioned the range from approximately one-third to approximately one-half in the "Large Degree" column represented the highest concentration for all the groups on the "Large Degree" choice. On other questions percentage figures for individuals in a particular group may have surpassed the large degree percentage for this item, but the generally high percentages for the groups exceeded that received on any of the other questions. It was also important to note the representative percentages, except for the principals, in the completely lacking category.

Of the original four hypotheses established for this study that the Teacher Corps interns would be superior to the control group of provisional teachers, three of them had to be rejected. The study of the three rejected hypotheses disclosed that in most instances there were some factors that favored the interns, but there were also other points that presented a negative

picture when the interns were compared with the control group.

In the follow-up interviews with the principals, they were asked questions that generally covered the four hypotheses presented and asked if they had a preference for either Teacher Corps interns or provisional teachers. One of the major purposes of these discussions was to extend the comparison between the Teacher Corps interns and provisional teachers. A wide range of attitudes were revealed by the responses with some principals favoring the interns and others the provisional teachers. Sample quotations to illustrate the reasons behind the choices follow:

If I had a choice, I definitely would select the Teacher Corps interns. I would select the interns if only on the basis of their year of experience in the building and having an opportunity to know the routine, procedure and students. Also generally they were much better prepared teachers because they had a year to operate with some of our better teachers.

No question, I would prefer the Teacher Corps interns. There are exceptions but untrained provisionals coming in cold usually have problems.

My idea is that the type of preparation is not the deciding factor, some individuals have it and others don't. I feel teachers are born not made. Some people as provisionals or Teacher Corps interns go in the classroom and immediately take over and do a good job. I don't mean only to keep order, but also to carry on a good instructional program.

I definitely, with out exception, would select Teacher Corps members. I am in favor of the Corps.

If I had a choice, I would take the provisionals. I like the Teacher Corps interns, but I like the provisionals better. The outside activities of interns during the first year draws from their effectiveness in the school.

I would take provisionals in terms of commitment and ability. Generally during the intership the interns are primarily engaged in enrichment and supplemental activities. Their training in the

classroom was not like that of the average student teacher. I feel there was not enough emphasis on teaching the basic subject areas, and they were used to always having someone--either the cooperating teacher or the team leader--to turn to for help. The team leader was fabulous and they worked with the best teachers in the school, but when they no longer could rely as much on the help of these people, they "copped out". When they had to be on one side of the desk and assume full responsibility for thirty children, have recess duty instead of drinking coffee with eighteen other teachers in the lounge, they could not take it.

I have had only limited experience with provisional teachers, but on this experience I feel that they are not suited for teaching in an elementary school. They would be better in a high school situation teaching English or history because they are not able to come alive and work with the younger children.

Up to this point the ideas and opinions of the Teacher Corps interns and individuals in the various groups who worked with the interns inside the school have been discussed. To expand the evaluation to individuals outside of the schools, some of the individuals who worked at agencies and organizations where Teacher Corps interns performed their community work were asked a series of questions to determine how the interns functioned in the community and how they were received in the community. Following is a list of the thirteen questions asked to obtain this information:

1. Is your organization one that is primarily academically oriented or do you provide any type of academic service?
2. Do you have any direct or indirect contact with the schools in the community?
3. How did you become aware of the availability of Teacher Corps interns?
4. Did you seek the services of Teacher Corps interns or did someone offer their help to you or your agency?

5. On an average how many hours a week did they work for your agency?
6. Briefly what were some of the types of jobs or duties that were given to the interns?
7. Do you know if while working at your agency the interns came in contact with any of their students?
8. How was the relationship between Teacher Corps personnel and the other individuals on your staff?
9. How were Teacher Corps interns accepted by various segments of the community?
10. Was there any enmity or difficulties based on race, religion, or cultural background?
11. Did your organization benefit from the work done by the Teacher Corps interns?
12. Do any former Teacher Corps interns still work with your organization?
13. Would you care to have Teacher Corps interns work with your organization in the future?

In their community involvement the Teacher Corps interns were involved in many diverse activities including recreational, neighborhood, tutorial, social, and health activities. From this variety of agencies ten individuals who were listed as the director or the person in charge of the organization Teacher Corps interns worked were contacted for interviews to serve as a representative sample. If this sample is a true indication of the acceptance or value of this part of the Teacher Corps Program, it can be said without a doubt that this was the strong point of the program.

Some of the facts discovered from the broad questions related to organization and the contacts between the agencies, schools and interns were of

the ten agencies contacted six were academically oriented, five had contacts with the local schools, and the amount of time contributed to individual agencies ranged from nine to thirty hours a week. The interns at seven of the organizations had an opportunity to work with some of their students. When the interviews moved to the area of inter-personal relations between the Teacher Corps interns, the staff personnel and the community, it was revealed that the representatives of the community organizations unanimously felt that there was an excellent relationship between the interns and other staff members; also, except for one instance, the interns were accepted by the community. There was unanimous agreement that the agencies benefited from the help that the Teacher Corps interns provided. In conclusion, of the ten agencies surveyed, only two reported that any of the Teacher Corps interns were still connected with their agency, but all of the organizations were very enthusiastic to have interns assigned to them in the future.

The very high level of enthusiasm for the interns by community groups was a surprise because the information provided by the Teacher Corps interns and the team leaders concerning community involvement was more general in nature. Both the questionnaires for the interns and the team leaders attempted to gather information concerning the required community service phase of the program. In an effort to determine how the interns felt about the amount of time required for the community work phase of the Teacher Corps Program, the interns were asked for their reactions concerning this matter. It was discovered that the majority of the interns felt that a fair amount of work was required. Of the seventy-three interns who responded, fifty-five, an overwhelming majority, felt that the amount of community work was at a level

that could be considered fair. Eight interns responded that it was too much, eight selected too little, and two did not respond to this question. Next the interns were asked how community work was related to their classroom activities and needs. With respect to this question, the interns were asked to respond in terms of a complete relationship, an extensive relationship, very little relationship, or absolutely no relationship. Table 21 presents the results.

TABLE 21

DEGREE OF DIRECT RELATIONSHIP BETWEEN COMMUNITY WORK AND
CLASSROOM ACTIVITIES AND NEEDS AS SEEN BY
TEACHER CORPS INTERNS

	Number	Percentage
Complete Relationship	4	5%
An Extensive Relationship	22	30%
Very Little Relationship	38	53%
Absolutely No Relationship	9	12%

Table 21 revealed that over half of the interns saw very little relationship between their community activities and their classroom jobs, and an additional twelve percent felt that there was absolutely no relationship between community work and the school. Together these two choices represented approximately two-thirds of the interns.

The last question asked the interns concerning community services cen-

tered how the interns felt their community efforts aided them in improving instruction in the classroom and increased their understanding of the students. This was very important since one of the major purposes of the community work was to allow the interns to improve their understanding of the community and the students. The opinions of the interns are presented in Table 22.

TABLE 22

INTERNS' EVALUATION OF THE DEGREE THAT THE COMMUNITY WORK AIDED
THEM IN CLASSROOM INSTRUCTION AND ACHIEVING A BETTER
UNDERSTANDING OF THEIR STUDENTS

	Number	Percent
A Great Aid	23	31%
A Small Aid	32	44%
No Aid	18	25%

The largest group of interns selected the small aid alternative, whereas twenty-five percent saw their community involvement as no aid for their duties at the school. It was easy to comprehend from the answers to these three questions that the interns had a more mixed reaction toward community work than the representatives of the community organizations.

The Teacher Corps team leaders had the responsibility to arrange, supervise, and participate in the community activities. Therefore, they were the individuals from the Teacher Corps Program who were closest to the interns during the community activities. Since they were in this position, the team leaders were asked how they evaluated the interns' reaction to community work.

The answers of the team leaders in terms of the numbers and percentages for the five choices used to describe the reactions of the Teacher Corps interns are illustrated in Table 23.

TABLE 23

TEAM LEADERS' EVALUATION OF THE REACTIONS OF THE TEACHER
CORPS INTERNS TOWARD THE REQUIRED COMMUNITY WORK

	Number	Percentage
Eager Anticipation and Enjoyment	3	16%
Approached It with A Limited Amount of Enthusiasm	7	37%
Considered It a Necessary Chore	4	21%
Disliked It	1	5%
Actively Disliked and Tried to Avoid It.	4	21%

The response from the team leaders showed a wide sampling without an extremely heavy concentration on any choice. After studying the distribution of responses, a tendency was revealed that the team leaders saw more of the interns approaching this phase of the program with enthusiasm and enjoyment than the number who rejected this activity. The two choices characterizing enthusiasm and enjoyment had forty-seven percent, while the two characterizing dislike for the community work had twenty-six percent.

One of the listed purposes of this study was to determine if certain characteristics could be used to separate the Teacher Corps interns who completed the program and remained to teach in the inner-city schools from those who either failed to complete the program or completed the Teacher Corps Program, but did not stay to teach in the Chicago School System. The primary reason for gathering this information was to determine if certain factors should be considered in the future when attempting to recruit Teacher Corps interns. Demographic factors such as the type of college attended, college major, grade point averages, age, sex, race, the size of the interns' hometown, and the location of the hometown were considered.

The first area investigated was the size and type of college or university the interns attended during their undergraduate years. Colleges were divided into five categories: large state universities, small private liberal arts colleges, large private universities, teachers colleges, and black colleges. Of the one hundred ten interns who entered the second or third cycle of the Chicago Teacher Corps Program seventy-six (sixty-nine percent) completed the full two year program. At the first level, a distinction was made between those who completed the program and those who dropped out of the second or

third cycle before completing the full two years. Results for the comparison of the types of undergraduate institutions and the retention rates are presented in Table 24.

TABLE 24

A COMPARISON OF SUCCESSFUL INTERNS AND UNSUCCESSFUL INTERNS IN
TERMS OF PERCENTAGES COMPLETING THE TEACHER CORPS PROGRAM AND
THE TYPE OF UNDERGRADUATE COLLEGE ATTENDED

		Completed the Program	Dropped Out of the Program
Large State Universities	N=32	19 (59%)	13 (41%)
Small Private Liberal Arts Colleges	N=26	19 (73%)	7 (27%)
Large Private Universities	N=29	19 (66%)	10 (34%)
Teachers Colleges	N=3	2 (67%)	1 (33%)
Black Colleges	N=20	17 (85%)	3 (15%)

The completion percentages for four of the types of colleges are close to the sixty-nine percent for the entire program. Black colleges are an exception from the other colleges with a percentage figure of eighty-five percent. This was twelve percentage points higher than the second highest percentage.

The comparison of demographic factors at the second level was between those Teacher Corps interns who completed the program and remained to teach in Chicago inner-city schools and those interns who either dropped out of the program or completed the program, but did not remain to teach in Chicago inner-city schools. From the total of one hundred ten interns who entered the second

or third cycle of the Chicago program, thirty-five were still teaching in Chicago schools in September, 1971. As stated previously this represented a retention rate of thirty-two percent. A comparison of the numbers and percentages for the interns who attended the various types of colleges and their retention rates are advanced in Table 25.

TABLE 25

A COMPARISON OF INTERNS WHO REMAINED TO TEACH IN CHICAGO
INNER-CITY SCHOOLS AND THOSE WHO LEFT AND THE TYPES OF
UNDERGRADUATE COLLEGES ATTENDED

		Employed in Chicago Schools September, 1970	Not Employed in Chicago Schools September, 1970
Large State Universities	N=32	6 (19%)	26 (81%)
Small Private Liberal Arts Colleges	N=26	8 (31%)	18 (69%)
Large Private Universities	N=29	10 (34%)	19 (66%)
Teacher Colleges	N=3	1 (33%)	2 (67%)
Black Colleges	N=20	10 (50%)	10 (50%)

As one might expect the percentage for each type of educational institution was less than the previous table, but there was a corresponding decrease for each of the categories of the colleges. Similar to the results of Table 24, this table showed that the highest percentage was for interns from black colleges and the lowest percentage for the interns from large state universities.

The Teacher Corps interns represented a wide spectrum of college majors. Six subject areas had a sufficient number of interns to be considered as a separate area of study. Since eleven interns had unique college majors such

as art, foreign languages, religion or music, they were grouped in a category labeled others. The percentages for completion rates ranged from a high of eighty-six percent for education majors to a low of sixty percent for social science majors. The percentages for all of the categories are shown in Table 26.

TABLE 26

COLLEGE MAJOR OF THE TEACHER CORPS INTERNS AND A COMPARISON OF
THE COMPLETION RATES FOR THE TEACHER CORPS PROGRAM

		Completed the Program	Dropped Out of the Program
Business	N=10	7 (70%)	3 (30%)
Social Sciences	N=43	26 (60%)	17 (40%)
Psychology	N=8	6 (75%)	2 (25%)
English	N=24	19 (79%)	5 (21%)
Education	N=7	6 (86%)	1 (14%)
Science	N=7	5 (71%)	2 (29%)
Others	N=11	7 (64%)	4 (36%)

In terms of percentages there was not a wide difference in the completion rates between the interns who had majored in different subject areas. Table 27 represents the second level of comparison and portrays the extent that interns who majored in various subject areas remained to teach in Chicago inner-city schools.

TABLE 27

A COMPARISON OF TEACHER CORPS INTERNS IN TERMS OF THEIR MAJOR
SUBJECT AREA IN COLLEGE AND THEIR
RETENTION RATE IN CHICAGO SCHOOLS

		Employed in Chicago Schools September, 1970	Not Employed in Chicago Schools September, 1970
Business	N=10	4 (40%)	6 (60%)
Social Sciences	N=43	17 (39%)	26 (61%)
Psychology	N=8	2 (25%)	6 (75%)
English	N=24	6 (25%)	18 (75%)
Education	N=7	2 (29%)	5 (71%)
Science	N=7	3 (43%)	4 (57%)
Others	N=11	1 (9%)	10 (91%)

In Table 26 the highest rate for completion was for the education majors, but the highest retention rate shown in Table 27 was for the interns who majored in science. Science was closely followed by business and social sciences. It should be noted that interns who majored in the various social science areas had the lowest completion rate for the two year Teacher Corps Program, but in comparison with interns from other subject fields, had one of the highest rates for retention. From the information available, it was not possible to determine if the large number of interns in the social sciences caused the wide relative difference between the two comparisons.

The third factor studied was the college grade point average for the Teacher Corps interns. It was granted in advance by the study that the relation between the same letter grade at different colleges may be very limited

because of different requirements at the different schools. There was an awareness of this limitation, but it was felt that for comparison purposes the internal discrimination of grade point averages could be used. Since the purpose was to compare grade averages, it was necessary to convert all grades to the following scale: C=2.00, B=3.00, A=4.00. The percentages for completion rates for interns with various grade point averages are shown in Table 28.

TABLE 28

PERCENTAGES OF TEACHER CORPS INTERNS WHO COMPLETED THE SECOND AND THIRD CYCLE OF THE CHICAGO TEACHER CORPS PROGRAM AND THEIR UNDERGRADUATE GRADE POINT AVERAGE

		Completed the Program	Dropped Out of The Program
Below 2.0	N=2	2 (100%)	0 (0%)
2.0 to 2.49	N=40	32 (80%)	8 (20%)
2.5 to 2.99	N=45	28 (62%)	17 (38%)
3.0 to 3.49	N=17	10 (59%)	7 (41%)
3.5 to 4.0	N=6	4 (67%)	2 (33%)

With the exception of the interns with a grade point average between 3.5 to 4.0, the completion rate decreased as the grade point average increased. The distributions of the grade point averages was what one might expect with the largest proportion of the interns concentrated in the middle range (low to high C average) with a small number of interns on the two extremes.

After the results for the completion rates were gathered additional

material was assembled to discover if there was a pattern for the retention rates for interns with various grade point averages. Table 29 shows the findings for this phase of the study.

TABLE 29

A COMPARISON OF THE RETENTION RATE FOR TEACHER CORPS INTERNS AND THEIR CORRESPONDING GRADE POINT AVERAGES

		Employed in Chicago Schools September, 1970	Not Employed in Chicago Schools September, 1970
Below 2.0	N=2	0 (0%)	2 (100%)
2.0 to 2.49	N=40	13 (33%)	27 (67%)
2.5 to 2.99	N=45	15 (33%)	30 (67%)
3.0 to 3.49	N=17	4 (23%)	13 (77%)
3.5 to 4.0	N=6	3 (50%)	3 (50%)

The group of interns with the highest grade point average had the highest retention rate, but it must be noted that this fact could have been influenced by the small number in the group. Retention percentages for the interns in the "C" range, the grade point averages for most of the interns, were very close to the thirty-two percent for the entire group of interns. Generally, it can be said that there was not any particular grade point average that stood out from the other grade point averages.

Next, the investigation attempted to determine if the age of the Teacher Corps interns was related to the number of interns who completed the Teacher Corps Program. The objective was to see if youthful vigor or greater maturity

was a factor on the retention rates. The facts related to the age of the interns are shown in Table 30.

TABLE 30

A COMPARISON OF THE AGE OF TEACHER CORPS INTERNS AND THEIR
COMPLETION PERCENTAGES FOR THE TEACHER CORPS PROGRAM

		Completed the Program	Dropped Out of The Program
20-23 years	N=70	48 (69%)	22 (31%)
24-27 years	N=20	14 (70%)	6 (30%)
28-31 years	N=9	7 (78%)	2 (22%)
32-35 years	N=3	2 (67%)	1 (33%)
Over 35 years	N=8	5 (62%)	3 (38%)

It was readily seen that a disproportionate number of the interns were in one age group; therefore, it was difficult to really determine if there was a difference between the various groups. The highest completion percentage was recorded by the interns in the 28 to 31 years of age category. Interns over thirty-five years of age had the lowest completion rate. Even though one is not able to discriminate between the retention rates for the various ages on the basis of the information provided in Table 30, the table does illustrate that the individuals in the Chicago Teacher Corps Program constituted a young group.

On the secondary level, the ages were again compared to ascertain if the

pattern for completion was also true for the retention rates of the interns. Table 31 presents these results.

TABLE 31

RETENTION RATES OF TEACHER CORPS INTERNS IN
THE VARIOUS AGE GROUPS

		Employed in Chicago Schools September, 1970	Not Employed in Chicago Schools September, 1970
20-23 years	N=70	26 (37%)	44 (63%)
24-27 years	N=20	5 (25%)	15 (75%)
28-31 years	N=9	2 (22%)	7 (78%)
32-35 years	N=3	0 (0%)	3 (100%)
Over 35 years	N=8	2 (25%)	6 (75%)

With the exception of the interns who were over thirty-five years of age, the percentage of interns remaining to teach in Chicago inner-city schools decreased as the age increased. Since the bulk of the interns were in the 20 to 23 age bracket, the thirty-seven percent retention rate for this group was close to the thirty-two percent retention for all the interns who entered the program.

A comparison was next made to determine if there was a significant difference between the males and females who entered the Chicago Teacher Corps Program in terms of percentages completing the program. From the total of one hundred ten interns involved in the second and third cycle, sixty-six were male and forty-four were female. Completion rates for both sexes are shown

in Table 32.

TABLE 32

A COMPARISON OF THE COMPLETION RATES FOR MALE AND
FEMALE TEACHER CORPS INTERNS

		Completed the Program	Dropped Out of the Program
Male	N=66	47 (71%)	19 (29%)
Female	N=44	29 (66%)	15 (34%)

There was only a difference of five percentage points between the two sexes. On the basis of the information provided in Table 32, it could not be stated that there was a significant difference between the male and female interns.

As with other demographic factors, the matter of the sex of the interns was investigated to see if the retention rates were influenced by this factor. Table 33 is used for this purpose.

TABLE 33

SEX OF TEACHER CORPS INTERNS AS A FACTOR FOR
RETENTION IN INNER-CITY SCHOOLS

		Employed in Chicago Schools September, 1970	Not Employed in Chicago Schools September, 1970
Male	N=66	25 (38%)	41 (62%)
Female	N=44	10 (23%)	34 (77%)

The results in Table 33 showed a wider percentage difference for the two sexes than the difference recorded for the completion rates. Since there was a fifteen point percentage difference between the male and female interns, the formulas for finding the standard error of a percentage, the significant difference between the percentages and the value of t were utilized to determine if there was a significant difference.

MALE INTERNS:

$$s_p = \sqrt{\frac{PQ}{N}} = .06 = 6\%$$

FEMALE INTERNS:

$$s_p = \sqrt{\frac{PQ}{N}} = .063 = 6.3\%$$

$$s_{(P_1 - P_2)} = \sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}} = .088 = 8.8\%$$

$$t = \frac{P_1 - P_2}{s_{(P_1 - P_2)}} = 1.7$$

Since a t of 1.7 was obtained, it was not possible to state the difference between the two percentages was significant. A 1.7 value of t was much smaller than the t of 2.58 usually required before the t is considered significantly different.

The race of the interns was a factor that was investigated to ascertain

if this demographic factor was connected to the completion or retention rates. From the total of one hundred ten Teacher Corps interns in the two cycles studied seventy-eight were white and thirty-two were black. Forty-eight of the white interns completed the program, and twenty-eight of the black interns finished the two year Teacher Corps Program. This represents completion percentages of sixty-two percent and eighty-seven percent respectively for the two groups.

When the investigation moved to a study of the role of race in terms of the numbers who remained to teach in Chicago inner-city schools, the following results presented in Table 34 were obtained.

TABLE 34

**RACE OF TEACHER CORPS INTERNS AS A FACTOR ON THE RETENTION
PERCENTAGES OF INTERNS IN INNER-CITY SCHOOLS**

		Employed in Chicago Schools September, 1970	Not Employed in Chicago Schools September, 1970
White	N=78	16 (21%)	62 (79%)
Black	N=32	19 (59%)	13 (41%)

An attempt was made to determine if there was a significant difference between the retention rates for white and black interns. A null hypothesis was established that there was not a significant difference between the two races. To ascertain the degree of significance it was necessary to find the standard

error for the two percentages, the significant difference between two percentages and the t for the two percentages.

WHITE INTERNS:

$$s_p = \sqrt{\frac{PQ}{N}} = .046 = 4.6\%$$

BLACK INTERNS:

$$s_p = \sqrt{\frac{PQ}{N}} = .087 = 8.7\%$$

$$s_{(p_1 - p_2)} = \sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}} = .098 = 9.8\%$$

$$t = \frac{P_1 - P_2}{s_{(P_1 - P_2)}} = 3.9$$

The t of 3.9 represented a definite significant difference between the number of white interns and black interns who remained to teach in Chicago inner-city schools. It was only necessary to obtain a t of 2.58 to have a level of confidence at the 1% level, but the t of 3.9 far surpassed this level. Since such a large significant difference was achieved it was necessary to reject the null hypothesis that there was not any difference between black and white Teacher Corps interns in terms of the percentages remaining to teach in inner-city schools.

This investigation was interested in discovering if there was a relationship between the hometown of the interns and their ability to complete a

Teacher Corps Program conducted in a large city or remain to teach in a large city. The purpose for studying this factor was to determine if a pattern or correlation appeared for interns from various types of communities in regard to their adjustment in a large city. For this goal, the hometowns were divided into the following five categories: large cities, suburban communities, medium sized cities, small towns, and rural or farm areas. The numbers and percentages for interns from the five types of communities in relation to their ability to complete the Teacher Corps Program are shown in Table 35.

TABLE 35

A COMPARISON OF INTERNS FROM VARIOUS TYPES OF COMMUNITIES AND THEIR COMPLETION PERCENTAGES FOR THE CHICAGO TEACHER CORPS PROGRAM

		Completed the Program	Dropped out of The Program
Large City	N=48	35 (73%)	13 (27%)
Suburban Community	N=26	15 (58%)	11 (42%)
Medium Sized City	N=14	10 (71%)	4 (21%)
Small Town	N=17	13 (76%)	4 (24%)
Rural or Farm Community	N=5	3 (60%)	2 (40%)

The results from Table 35 showed that the highest completion rate was for the interns from small towns. This group of interns were closely followed by the percentages for the interns from large cities and medium sized cities. Of these three categories of communities, the interesting fact was the inclusion

of interns from small towns in the group of communities having high completion percentages. It was felt that interns from this type of background would have greater difficulties adjusting to life in a large city such as Chicago. To assess the role of the size of the interns' hometown on the retention rate for interns, a study was made of the relationship between these two factors. The results are shown in Table 36.

TABLE 36

A COMPARISON OF TEACHER CORPS INTERNS FROM DIFFERENT TYPES OF
COMMUNITIES AND THEIR RETENTION
IN CHICAGO INNER-CITY SCHOOLS

		Employed in Chicago Schools September, 1970	Not Employed in Chicago Schools September, 1970
Large City	N=48	19 (40%)	29 (60%)
Suburban Community	N=26	6 (23%)	20 (77%)
Medium Sized City	N=14	3 (21%)	11 (79%)
Small Town	N=17	7 (41%)	10 (59%)
Rural or Farm Community	N=5	0 (0%)	5 (100%)

In this instance as in Table 35, the highest percentage rate was obtained by interns from small towns. The forty-one percent for interns from small towns was closely followed by interns from large cities. Although there were only five interns from rural communities, none of them remained to teach in Chicago inner-city schools.

The final area that was investigated was the matter of the location of the interns' hometowns. The idea was to ascertain if the distance of one's hometown from Chicago was an influence on the interns' completion and retention rates. The objective was to test the notion that interns from the Chicago area tended to remain in Chicago schools to a greater extent than interns from communities located some distance from Chicago. In the effort to measure the factor of the location of the interns' hometown four categories were established: the city of Chicago proper, Chicago suburbs, other communities in Illinois, and communities outside of the state of Illinois. The comparison of percentages for the Teacher Corps interns from different communities are presented in Table 37.

TABLE 37

A COMPARISON OF THE LOCATION OF HOMETOWNS OF TEACHER
CORPS INTERNS AND COMPLETION RATES FOR INTERNS IN
THE CHICAGO TEACHER CORPS PROGRAM

		Completed the Program	Dropped Out of the Program
City of Chicago	N=30	21 (70%)	9 (30%)
Chicago Suburbs	N=26	16 (62%)	10 (38%)
State of Illinois	N=1	1 (100%)	0 (0%)
Outside of Illinois	N=53	38 (72%)	15 (28%)

The results in Table 37 illustrated that there was not much difference in terms of percentages for the various groups. The only exception was the State

of Illinois category, but this was not a valid case because there was only one individual in this category. On the basis of the information provided in Table 37, one would have to state that the proximity of an intern's hometown to Chicago was not a significant factor in determining of the completion rates for the interns.

The aspect of the location of the Teacher Corps interns' hometowns was next studied in regard to the influence of this factor on the retention rates for Chicago inner-city schools. Table 38 presents the results for this demographic factor.

TABLE 38

A COMPARISON OF THE RETENTION RATE OF TEACHER CORPS
INTERNS AND THE LOCATION OF THEIR HOMETOWN

		Employed in Chicago Schools September, 1970	Not Employed in Chicago Schools September, 1970
City of Chicago	N=30	12 (40%)	18 (60%)
Chicago Suburbs	N=26	6 (23%)	20 (77%)
State of Illinois	N=1	0 (0%)	1 (100%)
Outside of Illinois	N=53	17 (32%)	36 (68%)

When the retention percentages for the interns from the city of Chicago and the Chicago suburbs were combined, a percentage of thirty-two percent was obtained. A retention rate thirty-one percent was obtained when the one

intern from the Illinois community outside of the Chicago area and the fifty-three interns from states other than Illinois were considered as a group. It

was clear to see that the location of the interns' hometowns in relation to Chicago was not a factor in having interns remain to teach in Chicago inner-city schools because the retention percentages for interns from the Chicago area and interns from outside the Chicago area were almost identical.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The ever present concern for attracting able and dedicated teachers to the inner-city was the motivating force behind this study. In an attempt to attract able and dedicated teachers several new approaches to teacher education and new programs have been established. The primary purpose of this study was to investigate the success of the Chicago Teacher Corps Program in terms of its providing teachers who possessed the necessary skills to do an effective job in inner-city elementary schools. To prepare teachers for communities where there is a need for additional teachers or teachers who possess special talents is the primary goal of Teacher Corps Programs. During this investigation a control group of provisional teachers assigned to the same schools in Chicago as the Teacher Corps interns were compared with the Corps members. To make this comparison it was necessary to establish four hypotheses pertaining to the possible differences between Teacher Corps interns and provisional teachers.

Also, the present study attempted to determine if there were any differences, on the basis of demographic factors, that distinguished between interns who completed the Teacher Corps Program and those who dropped out of the Program. In the same realm comparison was made between the interns who remained to teach in Chicago inner-city schools and the Teacher Corps interns who left. The second comparisons were made to determine if certain characteristics should be considered when interns are recruited for future Teacher Corps Programs.

To test the four hypotheses advanced in this study it was necessary to distribute questionnaires and arrange interviews with people who were involved in or familiar with the Chicago Teacher Corps Program. The records and files of the Chicago Consortium were utilized to obtain the background and demographic information for the Teacher Corps interns.

It was necessary to reject the first hypothesis which stated:

When compared to provisional teachers assigned to inner-city schools, members of the Teacher Corps possessed a stronger commitment to work in the inner-city and remained longer.

A comparison of the motivating factors for the individuals who either entered the Teacher Corps Program or became a provisional teacher was made to test the validity of this hypothesis. On the basis of responses gathered on questionnaires three common areas were discovered for both groups, but at a level of significant difference was only obtained for the matter of receiving a draft deferment by joining the teaching profession. The t of 2.8 showed that the possibility of a draft deferment exerted a greater influence on the provisional teachers. Uncertainty concerning future plans was the second common influence. Concerning this area it could not be postulated that there was a significant difference between the Teacher Corps interns and provisional teachers because a t of only 2.1 was obtained when the percentages for the two groups were compared. The final area of common influence was the important matter of individuals having a sincere interest in entering the teaching profession with a special emphasis on teaching in the inner-city. Fifty-seven percent of the interns and thirty-four percent of the provisionals expressed a sincere interest in teaching in inner-city schools as one of the

main influences on their decision to become teachers. A comparison of these two percentages produced a t of 2.5. This t was close to the 2.58 level necessary to be considered significantly different, but since it did not reach 2.58 it was not possible to state that there was a significant difference.

The major reason that it was necessary to reject the first hypothesis was the fact that a comparison of the retention rate for inner-city schools favored the provisional teachers rather than the Teacher Corps interns. The provisionals had a retention rate of forty percent while the interns had a thirty-two percent rate of retention.

It was also necessary to reject the second hypothesis that stated:

Because Teacher Corps interns have been provided with special training to teach successfully in the inner-city, they were more competent in the areas of management and control of the inner-city classroom than provisional teachers assigned to inner-city schools.

Since the courses offered were such an important part of the interns' or provisionals' success in the schools both groups were asked to evaluate the courses they were required to take. Both the Teacher Corps interns and the provisional teachers revealed a high degree of dissatisfaction with the courses, but there was not a significant difference between the two groups in terms of this dissatisfaction. Also, the interns and provisionals had a similar concern for the matter of classroom discipline. Because of the close similarity of the two groups, the second hypothesis could not be substantiated.

The third hypothesis was centered on the ability of Teacher Corps interns and provisional teachers to develop a worthwhile instructional program.

Because the Teacher Corps program is based on a close relationship between the local school system and the participating colleges and universities, in comparison to provisional teacher Teacher Corps interns were able to provide a better instructional program for inner-city students.

A comparison was made of how the two groups reacted to the curriculum offered at their schools, how frequently they were encouraged to utilize new methods of instruction, and finally how frequently they actually used new methods. The results showed that the Teacher Corps interns expressed greater dissatisfaction with the curriculum offered than the provisionals, but a difference was not seen when a comparison was made of the extent that Teacher Corps interns and provisionals introduced new methods in their classrooms. Because the interns and provisionals used similar approaches in their classrooms even though the Teacher Corps interns expressed greater dissatisfaction, the third hypothesis concerning the instructional program provided by individuals in the two groups had to be rejected.

In connection with the third hypothesis teachers, team leaders, and principals were asked to evaluate the interns in relation to several different areas usually associated with successful classroom instruction. Generally, the individuals in the four groups questioned felt that most of the interns had the needed skills for successful classroom instruction to a moderate degree. The pattern of selecting the moderate choice might have been influenced by the three point rating scale (large degree, moderate, and completely lacking) used for these questions. With only three choices the respondents might have been forced to select the intermediate choice. One trend that ran throughout all of the items was the lower ratings the interns

received from the team leaders and cooperating teachers in comparison to the ratings received from the principals and other teachers in the schools. It was noted that this was an important difference because in most instances the cooperating teachers and team leaders usually spent more time with the Teacher Corps interns in actual classroom teaching situations.

The fourth hypothesis advanced dealt with the attitudes held by Teacher Corps interns and provisional teachers toward their students.

In terms of having a positive attitude toward inner-city students and a belief that inner-city students have potential on a par with other students, members of the Teacher Corps possessed a more optimistic attitude than provisional teachers.

On the basis of information gathered the fourth hypothesis was accepted as being valid. The Teacher Corps interns selected a greater number of descriptive adjectives to describe their students that were positive in nature than the provisional teachers. Although the percentage figure concerning the Teacher Corps interns' feelings toward how they were accepted by their students was fifteen percent points higher than that of the provisional teachers, the 2.0 value of t did not reach the level of confidence necessary to say that there was a significant difference between the two percentages for the two groups. Finally, with respect to the fourth hypothesis, a study of the reasons advanced for acceptance or rejection tended to show that the provisional teachers had a more pessimistic outlook.

Three of the four hypotheses advanced pertaining to a significant difference between the Teacher Corps interns and the provisional teachers had to be rejected. Among the hypotheses that had to be rejected was the very

important one that stated that Teacher Corps interns would remain in inner-city schools longer than provisional teachers. As stated previously this was a very vital area because this was one of the major purposes of Teacher Corps Program. One factor that might explain the low retention rate for the Teacher Corps interns was the influence of the interns' reasons for entering the Chicago Teacher Corps Program. With a large percentage of the individuals entering the program to receive a master's degree, to develop future plans, or to receive a draft deferment the number of interns who remained to teach was reduced.

In line with the second major aim of this study a series of demographic factors were investigated to determine if any of them had a correlation with interns who remained to teach in Chicago inner-city schools. Initially for each factor a comparison was made of those interns who were able to complete the full two years and those who dropped out of the program. Then a second comparison was made of interns who remained to teach in the Chicago School System and those who did not remain. The investigation studied the types of colleges attended, grade point average, age, sex, race, size of hometown, and location of hometown of the Teacher Corps interns.

Of the eight areas studied for comparison purposes only the types of colleges and race tended to point toward any differences between the interns. The interns from black colleges had the highest rate for both completion of the Teacher Corps Program and retention in inner-city schools. Fifty percent of the interns from black colleges were still teaching in Chicago inner-city schools in September, 1970 while the other four types of colleges had retention percentages ranging from nineteen to thirty-four percent. This

factor was selected as illustrating an important difference because it was one instance where one factor had a substantial percentage difference from the other factors in the group.

The demographic factor that showed the greatest difference between the interns was the matter of race. Fifty-nine percent of the black interns remained to teach in Chicago inner-city schools. A retention rate of twenty-one percent was recorded for the white interns. A comparison of these two percentages produced a t of 3.9 which represented a very significant difference between the two groups of interns. These results present the possibility of a new investigation of the reasons why black interns had such a comparatively high retention rate for remaining to teach at inner-city schools when compared to white interns. Matters such as economic factors, job opportunities, empathy, and the factors mentioned in the related literature pertaining to greater understanding could be investigated.

Response on some of the questionnaires and during interviews suggested that the number of interns from the same ethnic groups as the majority of students in the schools being served should be increased. Also some individuals recommended that interns be selected from the same communities where the schools are located. These viewpoints were especially strong from the team leaders. The Teacher Corps team leaders were asked on their questionnaires for suggestions for improving the recruitment of Teacher Corps interns in the future. A few examples of comments of the team leaders concerning this point follow:

Recruit from the groups of "non-certified" teaching personnel.

Community participation in recruitment and selection.

I am not sure how they were recruited in the first place. However, I feel they should demonstrate some awareness to groups that are socially, ethnically, and economically different from themselves.

Publicize the program in more colleges and universities across the country (especially, black).

A signed commitment to teach in an inner-city school should be part of the requirement for being accepted as a Teacher Corps intern.

The recruitment of interns was not the problem. Elimination and dropping of incompetent interns should have been followed through.

1. The program should be one for undergraduate students rather than graduates.
2. These students should be recruited from the very communities we wish them to serve.
3. Emphasis should be placed on recruitment of those young minority people who have had some college training but are currently working in some less desirable jobs than teaching.

Recruit from teacher-aides working in inner-city schools and offer B.S. degrees.

Recruit and train residents already living in areas serviced by the Teacher Corps.

Initiate a more concentrated effort toward securing interns who have a real commitment to inner-city education. Extract a commitment from them in terms of service to the community after the term of the Teacher Corps ends.

Interns should be recruited from the same ethnic groups as the population of which they will be active. Also they should want to be teachers.

This study highlighted the importance of the need to improve the selection procedure for Teacher Corps interns. If the number of interns who enter the program because of a sincere interest in inner-city education increases, there is a possibility that the retention rate for the interns will also increase. It is granted that evaluation of real motivations is a difficult task, but for the improvement of the Teacher Corps Program better screening procedures

are needed. The idea that additional screening was a vital need was voiced by people connected with the program at all levels including interns, team leaders, and cooperating teachers.

It is important that the Teacher Corps Program respond to the complaints of some of the interns. Many of the interns become disenchanted with the program because of deficiencies they felt existed in the operation of the program or the school system. It is necessary that valid and justified criticism be considered and corrected when possible. As with improved screening to increase the number of committed interns, amelioration of deficiencies in the program will probably increase the retention rate.

The information presented in this dissertation tends to point toward the possibility for many other areas for investigation. Some of these possibilities for study are listed below:

1. A study to determine how many of the interns who originally enrolled in the Chicago Teacher Corps Program and then left the Chicago School System are in some aspect still in the field of education.
2. An investigation to ascertain if any Teacher Corps interns from Teacher Corps Program in other communities and localities are employed in Chicago Public Schools.
3. A study to determine why comparatively more black interns than white interns from the Chicago Teacher Corps Program remained to teach in Chicago inner-city schools.
4. A study that would make a comparison of the abilities and retention rate for teachers who enter inner-city elementary schools through regular methods of preparation and certification with that of Teacher Corps interns or provisional teachers.
5. An inquiry into what, if anything, can be done to make the courses provided for Teacher Corps interns of more practical value to them.
6. An investigation to ascertain the percentage of male Teacher Corps interns who may have entered the Program primarily for a draft deferment and later developed a strong and sincere interest in helping inner-city youngsters.

7. An enlarged study of the community involvement aspect of the Chicago Teacher Corps Program to determine if the community groups' acceptance of the Teacher Corps interns was primarily based on the idea of a free source of labor or the feeling that the interns were interested in the community.

8. A research project to determine if there is one reason or a cluster of reasons that can explain why sixty-eight percent of the Teacher Corps interns who entered the second and third cycles of the Chicago Teacher Corps Program are not teaching in Chicago Public Schools.

9. A study of the other demographic factors pertaining to interns such as social-economic background, aspirations for the future, and the attitude of other family members toward the interns teaching in the inner-city to determine if they had an influence on the retention rate.

APPENDIX I

EXPLANATION AND COMPUTATION FOR FORMULAS USED IN THIS STUDY

Standard error of a percentage

$$S_p = \sqrt{\frac{PQ}{N}}$$

P = the percentage of sample showing the given response expressed as a decimal fraction

$$Q = 1 - P$$

N = size of the sample

Standard error of the difference between two percentages

$$S_{(P_1 - P_2)} = \sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}}$$

P_1 = the percentage of sample showing the given response for the first group

$Q_1 = 1 - P_1$ for the first group

N_1 = size of the sample in the first group

P_2 = the percentage of sample showing the given response for the second group

$Q_2 = 1 - P_2$ for the second group

N_2 = size of the sample in the second group

t test to determine level of significance difference between two percentages

$$t = \frac{P_1 - P_2}{S_{(P_1 - P_2)}}$$

P_1 = the percentage of sample showing the given response for the first group

P_2 = the percentage of sample showing the given response for the second group

$S_{(P_1 - P_2)}$ = standard error of the difference between two percentages

Computation to determine the level of significant difference for the retention rates of provisionals and interns (page 54).

INTERNS:

$$S_p = \sqrt{\frac{PQ}{N}} = \sqrt{\frac{(.32)(.68)}{110}} = \sqrt{\frac{.2176}{110}} = \sqrt{.0020} = .045 = 4.5\%$$

PROVISIONALS:

$$S_p = \sqrt{\frac{PQ}{N}} = \sqrt{\frac{(.40)(.60)}{110}} = \sqrt{\frac{.2400}{110}} = \sqrt{.0022} = .047 = 4.7\%$$

$$\begin{aligned} S_{(P_1 - P_2)} &= \sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}} = \sqrt{\frac{(.32)(.68)}{110} + \frac{(.40)(.60)}{110}} \\ &= \sqrt{.0020 + .0022} = .065 = 6.5\% \end{aligned}$$

$$t = \frac{P_1 - P_2}{S_{(P_1 - P_2)}} = \frac{.32 - .40}{.065} = 1.2$$

Computation to determine the level of significant difference for the influence of a draft deferment on provisionals and interns (page 59).

INTERNS:

$$S_p = \sqrt{\frac{PQ}{N}} = \sqrt{\frac{(.09)(.91)}{73}} = \sqrt{\frac{.0819}{73}} = \sqrt{.0011} = .033 = 3.3\%$$

PROVISIONALS:

$$S_p = \sqrt{\frac{PQ}{N}} = \sqrt{\frac{(.31)(.69)}{44}} = \sqrt{\frac{.2139}{44}} = \sqrt{.0049} = .07 = 7\%$$

$$\begin{aligned} S_{(P_1 - P_2)} &= \sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}} = \sqrt{\frac{(.09)(.91)}{73} + \frac{(.31)(.69)}{44}} \\ &= \sqrt{.0011 + .0049} = .077 = 7.7\% \end{aligned}$$

$$t = \frac{P_1 - P_2}{S_{(P_1 - P_2)}} = \frac{.09 - .31}{.077} = 2.8$$

Computation to determine the level of significant difference for the influence of indecision concerning future plans for provisionals and interns (page 60).

INTERNS:

$$S_p = \sqrt{\frac{PQ}{N}} = \sqrt{\frac{(.09)(.91)}{73}} = \sqrt{\frac{.0819}{73}} = \sqrt{.0011} = .033 = 3.3\%$$

PROVISIONALS:

$$S_p = \sqrt{\frac{PQ}{N}} = \sqrt{\frac{(.24)(.76)}{44}} = \sqrt{\frac{.1824}{44}} = \sqrt{.0041} = .064 = 6.4\%$$

$$S_{(P_1 - P_2)} = \sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}} = \sqrt{\frac{(.09)(.91)}{73} + \frac{(.24)(.76)}{44}} \\ = \sqrt{.0011 + .0041} = .072 = 7.2\%$$

$$t = \frac{P_1 - P_2}{S_{(P_1 - P_2)}} = \frac{.09 - .24}{.072} = 2.1$$

Computation to determine the level of significant difference concerning the influence of a sincere desire to teach on interns and provisionals (page 61).

INTERNS:

$$S_p = \sqrt{\frac{PQ}{N}} = \sqrt{\frac{(.57)(.43)}{73}} = \sqrt{\frac{.2451}{73}} = \sqrt{.0034} = .058 = 5.8\%$$

PROVISIONALS:

$$S_p = \sqrt{\frac{PQ}{N}} = \sqrt{\frac{(.34)(.66)}{44}} = \sqrt{\frac{.2224}{44}} = \sqrt{.0050} = .070 = 7\%$$

$$S_{(P_1 - P_2)} = \sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}} = \sqrt{\frac{(.57)(.43)}{73} + \frac{(.34)(.66)}{44}} \\ = \sqrt{.0034 + .0050} = .092 = 9.2\%$$

$$t = \frac{P_1 - P_2}{S_{(P_1 - P_2)}} = \frac{.57 - .34}{.092} = 2.50$$

Computation to determine the level of significant difference between interns and provisionals with respect to their dissatisfaction with in-service programs (page 67).

INTERNS:

$$S_p = \sqrt{\frac{PQ}{N}} = \sqrt{\frac{(.63)(.37)}{73}} = \sqrt{\frac{.2331}{73}} = \sqrt{.0032} = .057 = 5.7\%$$

PROVISIONALS:

$$S_p = \sqrt{\frac{PQ}{N}} = \sqrt{\frac{(.80)(.20)}{44}} = \sqrt{\frac{.1600}{44}} = \sqrt{.0036} = .06 = 6\%$$

$$\begin{aligned} S_{(P_1 - P_2)} &= \sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}} = \sqrt{\frac{(.63)(.37)}{73} + \frac{(.80)(.20)}{44}} \\ &= \sqrt{.0032 + .0036} = .082 = 8.2\% \end{aligned}$$

$$t = \frac{P_1 - P_2}{S_{(P_1 - P_2)}} = \frac{.63 - .80}{.082} = 2.1$$

Computation to determine the level of significant difference between interns and provisionals pertaining to their concern for maintaining classroom discipline (page 71).

INTERNS:

$$S_p = \sqrt{\frac{PQ}{N}} = \sqrt{\frac{(.37)(.63)}{73}} = \sqrt{\frac{.2331}{73}} = \sqrt{.0032} = .057 = 5.7\%$$

PROVISIONALS:

$$S_p = \sqrt{\frac{PQ}{N}} = \sqrt{\frac{(.30)(.70)}{44}} = \sqrt{\frac{.2100}{44}} = \sqrt{.0048} = .069 = 6.9\%$$

$$\begin{aligned} S_{(P_1 - P_2)} &= \sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}} = \sqrt{\frac{(.37)(.63)}{73} + \frac{(.30)(.70)}{44}} \\ &= \sqrt{.0032 + .0048} = .089 = 8.9\% \end{aligned}$$

$$t = \frac{P_1 - P_2}{S_{(P_1 - P_2)}} = \frac{.37 - .30}{.089} = .8$$

Computation to determine the level of significant difference between interns and provisionals with respect to the amount of encouragement they received to try new instructional approaches. (page 76).

INTERNS:

$$S_p = \sqrt{\frac{PQ}{N}} = \sqrt{\frac{(.68)(.32)}{73}} = \sqrt{\frac{.2176}{73}} = \sqrt{.0030} = .055 = 5.5\%$$

PROVISIONALS:

$$S_p = \sqrt{\frac{PQ}{N}} = \sqrt{\frac{(.34)(.66)}{44}} = \sqrt{\frac{.2244}{44}} = \sqrt{.0051} = .071 = 7.1\%$$

$$S_{(P_1 - P_2)} = \sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}} = \sqrt{\frac{(.68)(.32)}{73} + \frac{(.34)(.66)}{44}} \\ = \sqrt{.0030 + .0051} = .090 = 9\%$$

$$t = \frac{P_1 - P_2}{S_{(P_1 - P_2)}} = \frac{.68 - .34}{.090} = 3.77$$

Computation to determine the level of significant difference between interns and provisionals with respect to their feeling of acceptance by their students (page 91).

INTERNS:

$$S_p = \sqrt{\frac{PQ}{N}} = \sqrt{\frac{(.88)(.12)}{73}} = \sqrt{\frac{.1056}{73}} = \sqrt{.0014} = .038 = 3.8\%$$

PROVISIONALS:

$$S_p = \sqrt{\frac{PQ}{N}} = \sqrt{\frac{(.73)(.27)}{44}} = \sqrt{\frac{.1971}{44}} = \sqrt{.0044} = .066 = 6.6\%$$

$$S_{(P_1 - P_2)} = \sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}} = \sqrt{\frac{(.88)(.12)}{73} + \frac{(.73)(.27)}{44}} \\ = \sqrt{.0014 + .0044} = .076 = 7.6\%$$

$$t = \frac{P_1 - P_2}{S_{(P_1 - P_2)}} = \frac{.88 - .73}{.076} = 2.0$$

Computation to determine if there was a significant difference concerning the retention rates for male and female Teacher Corps interns (page 113).

MALE INTERNS:

$$S_p = \sqrt{\frac{PQ}{N}} = \sqrt{\frac{(.38)(.62)}{66}} = \sqrt{\frac{.2356}{66}} = \sqrt{.0036} = .06 = 6\%$$

FEMALE INTERNS:

$$S_p = \sqrt{\frac{PQ}{N}} = \sqrt{\frac{(.23)(.77)}{44}} = \sqrt{\frac{.1771}{44}} = \sqrt{.0040} = .063 = 6.3\%$$

$$S_{(P_1 - P_2)} = \sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}} = \sqrt{\frac{(.38)(.62)}{66} + \frac{(.23)(.77)}{44}}$$

$$= \sqrt{.0036 + .0040} = .088 = 8.8\%$$

$$t = \frac{P_1 - P_2}{S_{(P_1 - P_2)}} = \frac{.38 - .23}{.088} = 1.7$$

Computation to determine if there was a significant difference concerning the retention rates for white and black Teacher Corps interns (page 115).

WHITE INTERNS:

$$S_p = \sqrt{\frac{PQ}{N}} = \sqrt{\frac{(.21)(.79)}{78}} = \sqrt{\frac{.1659}{78}} = \sqrt{.0021} = .046 = 4.6\%$$

BLACK INTERNS:

$$S_p = \sqrt{\frac{PQ}{N}} = \sqrt{\frac{(.59)(.41)}{32}} = \sqrt{\frac{.2419}{32}} = \sqrt{.0076} = .087 = 8.7\%$$

$$S_{(P_1 - P_2)} = \sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}} = \sqrt{\frac{(.21)(.79)}{78} + \frac{(.59)(.41)}{32}}$$

$$= \sqrt{.0021 + .0076} = .098 = 9.8\%$$

$$t = \frac{P_1 - P_2}{S_{(P_1 - P_2)}} = \frac{.21 - .59}{.098} = 3.9$$

the following:

1. In order to gather the maximum amount of information, individuals who were previously contacted with the children's health program should be asked questions in order to help the program to better understand the problem of childhood obesity and its possible causes and treatment.

APPENDIX II

LETTERS AND QUESTIONNAIRES

The enclosed are letters and questionnaires which have been prepared for you. The letters are addressed to the individuals who were previously contacted with the children's health program. The questionnaires are to be filled out by the individuals who are contacted. The letters and questionnaires are in the left column of the enclosed. The letters are to be mailed out this week.

Very truly yours,
[Signature]

Dear Sir or Madam:

I am attempting to gather the candid and frank opinions of individuals who were previously connected with the Chicago Teacher Corps Program. The enclosed questionnaire contains multiple choice and short answer questions to allow you to express your reactions and ideas concerning the program. Material gathered will be used for a doctoral dissertation at Loyola University of Chicago and hopefully an improved Teacher Corps Program. The necessary authorization has been received from the Chicago Board of Education.

The anonymity of individuals completing the questionnaire will be maintained; therefore, it is not necessary to identify yourself. I would greatly appreciate your cooperation in filling out the questionnaire and returning it in the self-addressed envelope within the next week.

Thank you for your time and cooperation.

Sincerely,

Ernest C. Billups

QUESTIONNAIRE FOR FORMER TEACHER CORPS INTERNS

Please place an X in the appropriate square.

☐ I completed the Teacher Corps Program.

☐ I did not complete the Teacher Corps Program.

DIRECTIONS: Please put a check in front of the letter that you think best answers the multiple choice questions. A phrase, sentence or brief statement can be used to complete the short essay questions. Any additional comments that you would care to make can be entered on the back of the questionnaire.

1. In terms of preparing you to teach in the inner city, how would you evaluate the courses offered during the pre-service program?

 A outstanding B more than adequate C satisfactory
 D inadequate E very inadequate

2. In terms of helping you teach in an inner city school, how would you evaluate the courses offered during the inservice program?

 A outstanding B more than adequate C satisfactory
 D inadequate E very inadequate

3. Listed below are the seventeen courses offered by the Chicago Consortium of Colleges and Universities. Please arrange them in rank order in terms of how you feel they would help prepare a person to teach in the inner city. The course that would be most helpful should be ranked number one, the second most helpful course should be ranked two, and so on until the course considered least helpful is marked seventeen.

 Methods of Teaching Language Arts in the Elementary School
 Methods of Teaching Mathematics in the Elementary School
 Methods of Teaching Science in the Elementary School
 Methods of Teaching Social Studies in the Elementary School
 Innovative Instructional Materials and Practices for Inner City Schools
 Practicum in Home-School-Community Relations I
 Practicum in Home-School-Community Relations II
 Internship and Field Seminar
 History and Philosophy of American Public Education
 Critique of Educational Research - Focus: Inner City Studies
 Human Development and Learning
 Urban Sociology
 Language Problems of the Disadvantaged
 The Process of Education,
 Literature of Minorities
 Teaching Reading to the Culturally Disadvantaged
 Techniques of Guidance and Counseling in Elementary and Junior High School

4. If you had the opportunity to plan the preservice and inservice programs, what alterations would be made?

5. How would you evaluate the help and direction provided by your team leader?
_____ A superior _____ B excellent _____ C average
_____ D below average _____ E very poor

6. What were your feelings concerning the amount of community work you were required to do?
_____ A too much _____ B a fair amount _____ C too little

7. To what extent was your community work directly related to classroom activities and needs?
_____ A a complete relationship _____ B an extensive relationship
_____ C very little relationship _____ D absolutely no relationship

8. To what extent was the community work an aid in improving your classroom instruction and gaining additional understanding concerning your students?
_____ A a great aid _____ B a small aid _____ C no aid

9. To what extent did you have a clear and definite idea of the purposes and goals of the teacher corps program when you joined?
_____ A definite idea _____ B vague idea _____ C no idea

10. To what extent was your idea of the teachers corps sustained or changed during your time in the program?
_____ A large positive change _____ B slight positive change
_____ C no change _____ D slight negative change
_____ E large negative change

11. How did you feel about the curriculum offered at the school where you served your internship?
_____ A very satisfied _____ B satisfied _____ C neutral
_____ D dissatisfied _____ E very dissatisfied

12. What is your opinion of the administration of the school where you served your internship?
_____ A superior _____ B excellent _____ C average
_____ D below average _____ E very poor

13. If you wish you can write a brief comment concerning your previous answer.

14. What was your impression of the physical condition of the school where you served your internship?

☐ A outstanding ☐ B adequate ☐ C inadequate
☐ D deplorable

15. Did the physical condition of the school influence, either positively or negatively, your instructional program?

☐ A to a great extent ☐ B somewhat ☐ C not a factor

16. How would you evaluate the help and guidance provided by your cooperating teacher (s)?

☐ A superior ☐ B excellent ☐ C average
☐ D below average ☐ E very poor

17. If you wish, you can write a brief comment concerning your answer above.

18. How often were you encouraged to attempt new approaches in your instruction?

☐ A constantly ☐ B frequently ☐ C seldom
☐ D never

19. How often did you attempt to utilize new techniques and approaches in your instruction?

☐ A all the time ☐ B approximately 75% of the time
☐ C approximately 50% of the time ☐ D approximately 25% of the time
☐ E never

20. How did you feel about the type of duties and responsibilities assigned to you while a member of the teacher corps?

☐ A very satisfied ☐ B satisfied ☐ C neutral
☐ D dissatisfied ☐ E very dissatisfied

21. As a new teacher corps intern which of the following did you find easiest to do?

☐ A develop student interest ☐ B write lesson plans
☐ C maintain class discipline ☐ D keep accurate school records
☐ E provide for individual differences

22. As a new teacher corps intern which of the following did you find most difficult?

☐ A develop student interest ☐ B write lesson plans
☐ C maintain classroom discipline ☐ D keep accurate school records
☐ E provide for individual differences

23. Which of the following abilities is most needed by a new teacher?

- ☐ A develop student interest ☐ B write lesson plans
☐ C maintain class discipline ☐ D keep accurate school records
☐ E provide for individual differences

24. How were you accepted by the teachers on the staff where you worked?

- ☐ A warmly accepted ☐ B accepted ☐ C neutral
☐ D rejected ☐ E strongly rejected

25. What do you feel was the major reason for the degree of your acceptance or rejection?

26. How were you accepted by the students of the school?

- ☐ A warmly accepted ☐ B accepted ☐ C neutral
☐ D rejected ☐ E strongly rejected

27. What do you feel was the major reason for the degree of your acceptance or rejection?

28. How were you accepted by the administrative staff in the school?

- ☐ A warmly accepted ☐ B accepted ☐ C neutral
☐ D rejected ☐ E strongly rejected

29. What do you feel was the major reason for the degree of your acceptance or rejection?

30. How were you accepted by community groups and individuals?

- ☐ A warmly accepted ☐ B accepted ☐ C neutral
☐ D rejected ☐ E strongly rejected

31. What do you feel was the major reason for the degree of your acceptance or rejection?

32. If you had an opportunity to do it over, would you join the teacher corps again?

- ☐ A definitely yes ☐ B probably ☐ C not sure
☐ D probably not ☐ E definitely no

33. How did you become aware of the teacher corps program?

34. What were your main reasons for joining the teacher corps?

35. In terms of education in the inner city, what do you consider to be the one or two major problems?

36. Do you think the teacher corps could help correct these problems?

DIRECTIONS: From the adjectives listed below please put a check in front of the six or seven that you feel best describe the children you taught during your internship.

<input type="checkbox"/> alert	<input type="checkbox"/> honest	<input type="checkbox"/> violent
<input type="checkbox"/> aloof	<input type="checkbox"/> hostile	<input type="checkbox"/> witty
<input type="checkbox"/> ambitious	<input type="checkbox"/> hyperactive	
<input type="checkbox"/> bitter	<input type="checkbox"/> idealistic	
<input type="checkbox"/> calm	<input type="checkbox"/> impulsive	
<input type="checkbox"/> cautious	<input type="checkbox"/> indifferent	
<input type="checkbox"/> complacent	<input type="checkbox"/> insolent	
<input type="checkbox"/> considerate	<input type="checkbox"/> intelligent	
<input type="checkbox"/> cooperative	<input type="checkbox"/> lazy	
<input type="checkbox"/> courteous	<input type="checkbox"/> lethargic	
<input type="checkbox"/> creative	<input type="checkbox"/> loyal	
<input type="checkbox"/> cultured	<input type="checkbox"/> methodical	
<input type="checkbox"/> curious	<input type="checkbox"/> moody	
<input type="checkbox"/> cynical	<input type="checkbox"/> noisy	
<input type="checkbox"/> dishonest	<input type="checkbox"/> passive	
<input type="checkbox"/> emotional	<input type="checkbox"/> perplexed	
<input type="checkbox"/> enthusiastic	<input type="checkbox"/> playful	
<input type="checkbox"/> envious	<input type="checkbox"/> prejudicial	
<input type="checkbox"/> evil	<input type="checkbox"/> quiet	
<input type="checkbox"/> forceful	<input type="checkbox"/> rebellious	
<input type="checkbox"/> friendly	<input type="checkbox"/> sad	
<input type="checkbox"/> frustrated	<input type="checkbox"/> shy	
<input type="checkbox"/> gentle	<input type="checkbox"/> talkative	
<input type="checkbox"/> happy	<input type="checkbox"/> unemotional	

I am interested in contacting as many former teacher corps interns as possible, especially interns who did not complete the program or who are not teaching in the Chicago School System. If you know where other former interns in your cycle could be reached, it would be deeply appreciated if you would list their names and addresses below.

Thank you again,

Ernest C. Billups

1. From your experience what do you think are the major reasons for failing the teacher corps?

2. In the future, what do you think should be done to improve the teacher corps?

3. What are the major weaknesses of the teacher corps?

4. How can the teacher corps be improved?

QUESTIONNAIRE FOR FORMER TEACHER CORPS TEAM LEADERS

DIRECTIONS: For multiple choice questions please put a check in front of the letter that you think best answers the question. A phrase, sentence, or brief statement can be used to complete the short essay questions. Any additional comments that you care to make can be entered on the back of the questionnaire.

1. How long have you taught in inner city schools?

- ☐ A less than three years ☐ B from three to five years
☐ C from five to ten years ☐ D from ten to fifteen years
☐ E more than fifteen years

2. How were the teacher corps interns accepted by the various segments of the school community?

- ☐ A warmly accepted ☐ B accepted ☐ C neutral
☐ D rejected ☐ E strongly rejected

3. From your experience what do you think are the major reasons for people joining the teacher corps?

4. Do these reasons seem to point toward long and continuing careers in inner city education?

5. What was the major weakness of the interns you had under your supervision?

6. What was the major strength of the interns you had under your supervision?

7. How did the interns react to the community work they were required to do?

- ☐ A eager anticipation and enjoyment
☐ B approached it with a limited amount of enthusiasm
☐ C considered it a necessary chore
☐ D disliked it
☐ E actively disliked and tried to avoid it

8. In your opinion to what extent did teacher corps interns possess the following characteristics at the completion of the internship?

A. the ability to prepare adequate lesson plans and units.

___ large degree ___ moderate ___ completely lacking

B. enthusiasm for teaching and new ideas for instruction.

___ large degree ___ moderate ___ completely lacking

C. the ability to encourage constructive student participation.

___ large degree ___ moderate ___ completely lacking

D. the ability to maintain proper classroom discipline.

___ large degree ___ moderate ___ completely lacking

E. skill in providing for individual differences and group instruction.

___ large degree ___ moderate ___ completely lacking

F. an understanding and interest in the school community.

___ large degree ___ moderate ___ completely lacking

G. the ability to establish rapport with the students.

___ large degree ___ moderate ___ completely lacking

H. an adequate mastery of the subject matter being taught.

___ large degree ___ moderate ___ completely lacking

I. an awareness of various techniques that can be used to motivate students.

___ large degree ___ moderate ___ completely lacking

J. a willingness to conform to regulations established by the school system or the local school.

___ large degree ___ moderate ___ completely lacking

K. the ability to work harmoniously with other staff members.

___ large degree ___ moderate ___ completely lacking

L. a willingness to share constructive ideas and techniques for instructional improvement with other staff members.

___ large degree ___ moderate ___ completely lacking

M. the ability to accept constructive criticism and utilize it for improvement.

___ large degree ___ moderate ___ completely lacking

N. skill in using a wide variety of new and interesting instructional material.

___ large degree ___ moderate ___ completely lacking

O. the ability to keep specific and general objectives in mind while teaching.

___ large degree ___ moderate ___ completely lacking

P. skill in using a variety of techniques to evaluate the success of instruction.

___ large degree ___ moderate ___ completely lacking

Q. the ability to keep accurate school records.

___ large degree ___ moderate ___ completely lacking

R. the ability to maintain good relations with the parents of students in the class.

☐ large degree ☐ moderate ☐ completely lacking

S. an understanding of the special needs and problems of some inner city students.

☐ large degree ☐ moderate ☐ completely lacking

T. a sincere desire and commitment to teach in an inner city school.

☐ large degree ☐ moderate ☐ completely lacking

9. In your opinion how many of the interns who worked with you will remain to teach in the inner city for at least three years?

☐ A all of them ☐ B most of them
☐ C a few of them ☐ D none of them

10. Based on their capability to effectively teach in the inner city, how many of the interns who worked with you should remain to teach in the inner city?

☐ A all of them ☐ B most of them
☐ C a few of them ☐ D none of them

11. Do you have any suggestions concerning procedure for recruiting teacher corps interns in the future?

Dear Sir or Madam:

I am attempting to gather the candid and frank opinions of individuals who worked at schools where teacher corps interns connected to the Chicago Teacher Corps Program served their internship. The enclosed questionnaire contains multiple choice and short fill in questions to allow you to express your reactions and ideas concerning the program, the interns, and how it affected your school. Material gathered will be used for a doctoral dissertation at Loyola University of Chicago and hopefully an improved Teacher Corps Program. The necessary authorization has been received from the Chicago Board of Education.

The anonymity of individuals completing the questionnaire will be maintained; therefore, it is not necessary to identify yourself. I would greatly appreciate your cooperation in filling out the questionnaire and returning it in the stamped self-addressed envelope within the next week.

Thank you for your time and cooperation.

Sincerely,

Ernest C. Billups

QUESTIONNAIRE FOR PRINCIPALS

DIRECTIONS: For multiple choice questions please put a check in front of the letter that you think best answers the question. A phrase, sentence, or brief statement can be used to complete the short essay questions. Any additional comments that you care to make can be entered on the back of the questionnaire.

1. Approximately how far in advance were you notified that a teacher corps team would be assigned to your school?

☐ A a year ☐ B a half year ☐ C a month
☐ D a week ☐ E a day

2. Did you receive any special help or background material upon being notified that teacher corps members would be working at your school?

3. Did you actively seek to have teacher corps members assigned to your school?

4. Do you think the principal of the school where interns work should have a major role in structuring the program for teacher corps interns?

5. What percentage of your time had to be devoted to teacher corps matters?

6. How were the teacher corps interns accepted by the teachers on your staff?

☐ A warmly accepted ☐ B accepted ☐ C neutral
☐ D rejected ☐ E strongly rejected

7. How were the teacher corps interns accepted by the students?

☐ A warmly accepted ☐ B accepted ☐ C neutral
☐ D rejected ☐ E strongly rejected

8. How were the teacher corps interns accepted by parents and community groups?

☐ A warmly accepted ☐ B accepted ☐ C neutral
☐ D rejected ☐ E strongly rejected

9. Did the teacher corps program create any special problems for you? If your answer is yes, please give a brief explanation.

10. Would you care to have teacher corps interns work at your school in the future?

11. In your opinion to what extent did teacher corps interns possess the following characteristics at the completion of the program?

A. the ability to prepare adequate lesson plans and units.

___ large degree ___ moderate ___ completely lacking

B. enthusiasm for teaching and new ideas for instruction.

___ large degree ___ moderate ___ completely lacking

C. the ability to encourage constructive student participation.

___ large degree ___ moderate ___ completely lacking

D. the ability to maintain proper classroom discipline.

___ large degree ___ moderate ___ completely lacking

E. skill in providing for individual differences and group instruction.

___ large degree ___ moderate ___ completely lacking

F. an understanding and interest in the school community.

___ large degree ___ moderate ___ completely lacking

G. the ability to establish rapport with the students.

___ large degree ___ moderate ___ completely lacking

H. an adequate mastery of the subject matter being taught.

___ large degree ___ moderate ___ completely lacking

I. an awareness of various techniques that can be used to motivate students.

___ large degree ___ moderate ___ completely lacking

J. a willingness to conform to regulations established by the school system or the local school.

___ large degree ___ moderate ___ completely lacking

K. the ability to work harmoniously with other staff members.

___ large degree ___ moderate ___ completely lacking

L. a willingness to share constructive ideas and techniques for instructional improvement with other staff members.

___ large degree ___ moderate ___ completely lacking

M. the ability to accept constructive criticism and utilize it for improvement.

___ large degree ___ moderate ___ completely lacking

N. skill in using a wide variety of new and interesting instructional material.

_____ large degree _____ moderate _____ completely lacking

O. the ability to keep specific and general objectives in mind while teaching.

_____ large degree _____ moderate _____ completely lacking

P. skill in using a variety of techniques to evaluate the success of instruction.

_____ large degree _____ moderate _____ completely lacking

Q. the ability to keep accurate school records.

_____ large degree _____ moderate _____ completely lacking

R. the ability to maintain good relations with the parents of students in the class.

_____ large degree _____ moderate _____ completely lacking

S. an understanding of the special needs and problems of some inner city students.

_____ large degree _____ moderate _____ completely lacking

T. a sincere desire and commitment to teach in an inner city school.

_____ large degree _____ moderate _____ completely lacking

12. Of the interns who served at your school, how many do you feel will remain to teach in the inner city for at least three years?

_____ A all of them _____ B most of them
_____ C a few of them _____ D none of them

13. Based on their capability to effectively teach in the inner city, how many of the interns do you feel should remain to teach in the inner city?

_____ A all of them _____ B most of them
_____ C a few of them _____ D none of them

QUESTIONNAIRE FOR COOPERATING TEACHERS

DIRECTIONS: For multiple choice questions please put a check in front of the letter that you think best answers the question. A phrase, sentence, or brief statement can be used to complete the short essay questions. Any additional comments that you care to make can be entered on the back of the questionnaire.

1. Approximately how far in advance were you notified that you would be a cooperating teacher?

☐ A a year
☐ D a week

☐ B a half year
☐ E a day

☐ C a month

2. Did you receive any special training or preparation upon being notified that you were to be a cooperating teacher?

3. Do you feel the cooperating teacher should have a large role in structuring the program for teacher corps interns?

4. What features do you feel should be added to the teacher corps program to help cooperating teachers if they are to continue in the program?

5. How long did the teacher corps intern(s) work in your classroom?

☐ A two school years
☐ D a few months

☐ B one school year
☐ E a few weeks

☐ C one semester

6. How did you react to the teacher corps members in your school?

☐ A warmly accepted
☐ D rejected

☐ B accepted
☐ E strongly rejected

☐ C neutral

7. What was the major reason for your acceptance or rejection?

8. In your opinion to what extent did teacher corps interns possess the following characteristics at the completion of the program?

A. the ability to prepare adequate lesson plans and units.

☐ large degree

☐ moderate

☐ completely lacking

- B. enthusiasm for teaching and new ideas for instruction.
 ___ large degree ___ moderate ___ completely lacking
- C. the ability to encourage constructive student participation.
 ___ large degree ___ moderate ___ completely lacking
- D. the ability to maintain proper classroom discipline.
 ___ large degree ___ moderate ___ completely lacking
- E. skill in providing for individual differences and group instruction.
 ___ large degree ___ moderate ___ completely lacking
- F. an understanding and interest in the school community.
 ___ large degree ___ moderate ___ completely lacking
- G. the ability to establish rapport with the students.
 ___ large degree ___ moderate ___ completely lacking
- H. an adequate mastery of the subject matter being taught.
 ___ large degree ___ moderate ___ completely lacking
- I. an awareness of various techniques that can be used to motivate students.
 ___ large degree ___ moderate ___ completely lacking
- J. a willingness to conform to regulations established by the school system or the local school.
 ___ large degree ___ moderate ___ completely lacking
- K. the ability to work harmoniously with other staff members.
 ___ large degree ___ moderate ___ completely lacking
- L. a willingness to share constructive ideas and techniques for instructional improvement with other staff members.
 ___ large degree ___ moderate ___ completely lacking
- M. the ability to accept constructive criticism and utilize it for improvement.
 ___ large degree ___ moderate ___ completely lacking
- N. skill in using a wide variety of new and interesting instructional material.
 ___ large degree ___ moderate ___ completely lacking
- O. the ability to keep specific and general objectives in mind while teaching.
 ___ large degree ___ moderate ___ completely lacking
- P. skill in using a variety of techniques to evaluate the success of instruction.
 ___ large degree ___ moderate ___ completely lacking
- Q. the ability to keep accurate school records.
 ___ large degree ___ moderate ___ completely lacking
- R. the ability to maintain good relations with the parents of students in the class.
 ___ large degree ___ moderate ___ completely lacking

S. an understanding of the special needs and problems of some inner city students.

____ large degree ____ moderate ____ completely lacking

T. a sincere desire and commitment to teach in an inner city school.

____ large degree ____ moderate ____ completely lacking

9. If you know of any, please comment on any special skill or ability of any teacher corps member that was very useful in your school.

10. If you know of any, please comment on any handicap or deficiency of any teacher corps member that was detrimental to your school.

QUESTIONNAIRE FOR TEACHERS

DIRECTIONS: For multiple choice questions please put a check in front of the letter that you think best answers the question. A phrase, sentence, or brief statement can be used to complete the short essay questions. Any additional comments that you care to make can be entered on the back of the questionnaire.

1. How did you react toward the teacher corps members in your school?

☐ A warmly accepted ☐ B accepted ☐ C neutral
☐ D rejected ☐ E strongly rejected

2. What are the major reasons for your acceptance or rejection?

3. Approximately how much time per week did you have contact with teacher corps interns in an instructional situation?

☐ A over five hours ☐ B less than five, but more than one hour
☐ C less than one hour

4. In your opinion to what extent did teacher corps interns possess the following characteristics at the completion of the program?

A. the ability to prepare adequate lesson plans and units.

☐ large degree ☐ moderate ☐ completely lacking

B. enthusiasm for teaching and new ideas for instruction.

☐ large degree ☐ moderate ☐ completely lacking

C. the ability to encourage constructive student participation.

☐ large degree ☐ moderate ☐ completely lacking

D. the ability to maintain proper classroom discipline.

☐ large degree ☐ moderate ☐ completely lacking

E. skill in providing for individual differences and group instruction.

☐ large degree ☐ moderate ☐ completely lacking

F. an understanding and interest in the school community.

☐ large degree ☐ moderate ☐ completely lacking

G. the ability to establish rapport with the students.

☐ large degree ☐ moderate ☐ completely lacking

H. an adequate mastery of the subject matter being taught.

☐ large degree ☐ moderate ☐ completely lacking

I. an awareness of various techniques that can be used to motivate students.

☐ large degree ☐ moderate ☐ completely lacking

J. a willingness to conform to regulations established by the school system or local school.

___ large degree ___ moderate ___ completely lacking

K. the ability to work harmoniously with other staff members.

___ large degree ___ moderate ___ completely lacking

L. a willingness to share constructive ideas and techniques for instructional improvement with other staff members.

___ large degree ___ moderate ___ completely lacking

M. the ability to accept constructive criticism and utilize it for improvement.

___ large degree ___ moderate ___ completely lacking

N. skill in using a wide variety of new and interesting instructional material.

___ large ___ moderate ___ completely lacking

O. the ability to keep specific and general objectives in mind while teaching.

___ large degree ___ moderate ___ completely lacking

P. skill in using a variety of techniques to evaluate the success of instruction.

___ large degree ___ moderate ___ completely lacking

Q. the ability to keep accurate school records.

___ large degree ___ moderate ___ completely lacking

R. the ability to maintain good relations with the parents of students in the class.

___ large degree ___ moderate ___ completely lacking

S. an understanding of the special needs and problems of some inner city students.

___ large degree ___ moderate ___ completely lacking

T. a sincere desire and commitment to teach in the inner city school.

___ large degree ___ moderate ___ completely lacking

4. If you know of any, please comment on any special skill or ability of any teacher corps member that was very useful in your school.

5. If you know of any, please comment on any handicap or deficiency of any teacher corps member that was detrimental to your school.

//

Dear Sir or Madam:

I am attempting to gather the candid and frank opinion of individuals who were assigned to certain inner city schools in the Chicago Public School System as provisional teachers. The enclosed questionnaire contains multiple choice and short answer questions to allow you to express your reactions and ideas pertaining to your experience as a provisional teacher. Material gathered will be used for a doctoral dissertation at Loyola University of Chicago. The necessary authorization has been received from the Chicago Board of Education.

The anonymity of individuals completing the questionnaire will be maintained; therefore, it is not necessary to identify yourself. I would greatly appreciate your cooperation in filling out the questionnaire and returning it in the self-addressed envelope within the next week.

Thank you for your time and cooperation.

Sincerely,

Ernest C. Billups

QUESTIONNAIRE FOR FORMER PROVISIONAL TEACHERS

Please place an X in the appropriate square.

☐ I am still teaching in the Chicago School System.

☐ I am no longer teaching in the Chicago School System.

DIRECTIONS: For multiple choice questions please put a check in front of the letter that you think best answers the question. A phrase, sentence, or brief statement can be used to complete the short essay questions. Any additional comments that you care to make can be entered on the back of the questionnaire.

1. In terms of preparing you to teach in the inner city, how would you evaluate the education courses you were required to take during the first year?

_____ A outstanding _____ B more than adequate _____ C satisfactory
_____ D inadequate _____ E very inadequate

2. How did you feel about the curriculum offered at the school where you were first assigned as a provisional?

_____ A very satisfied _____ B satisfied _____ C neutral
_____ D dissatisfied _____ E very dissatisfied

3. What is your opinion of the administration of the school where you were first assigned as a provisional?

_____ A superior _____ B excellent _____ C average
_____ D below average _____ E very poor

4. If you wish, you can write a brief comment concerning your answer above.

5. What was your impression of the physical condition of the school where you were first assigned as a provisional?

_____ A outstanding _____ B adequate _____ C inadequate
_____ D deplorable

6. Did the physical condition of the school influence, either positively or negatively, your instructional program?

_____ A to a great extent _____ B somewhat _____ C not a factor

7. How often were you encouraged to attempt new approaches in your instruction?

_____ A constantly _____ B frequently _____ C seldom
_____ D never

8. How often did you attempt to utilize new techniques and approaches in your instruction?

- ☐ A all the time ☐ B approximately 75% of the time
☐ C approximately 50% of the time ☐ D approximately 25% of the time
☐ E never

9. As a new provisional teacher which of the following did you find easiest to do?

- ☐ A develop student interest ☐ B write lesson plans
☐ C maintain classroom discipline ☐ D keep accurate school records
☐ E provide for individual differences

10. As a new provisional teacher which of the following did you find most difficult to do?

- ☐ A develop student interest ☐ B write lesson plans
☐ C maintain classroom discipline ☐ D keep accurate school records
☐ E provide for individual differences

11. Which of the following abilities is most needed by a new teacher?

- ☐ A develop student interest ☐ B write lesson plans
☐ C maintain classroom discipline ☐ D keep accurate school records
☐ E provide for individual differences

12. How were you accepted by the teachers on the staff where you were first assigned as a provisional?

- ☐ A warmly accepted ☐ B accepted ☐ C neutral
☐ D rejected ☐ E strongly rejected

13. What do you feel was the major reason for the degree of your acceptance or rejection?

14. How were you accepted by the students of the school?

- ☐ A warmly accepted ☐ B accepted ☐ C neutral
☐ D rejected ☐ E strongly rejected

15. What do you feel was the major reason for the degree of your acceptance or rejection?

16. How were you accepted by the administrative staff in the school?

- ☐ A warmly accepted ☐ B accepted ☐ C neutral
☐ D rejected ☐ E strongly rejected

17. What do you feel was the major reason for the degree of your acceptance or rejection?

18. How were you accepted by community groups and individuals?

☐ A warmly accepted ☐ B accepted ☐ C neutral
☐ D rejected ☐ E strongly rejected ☐ F had no contact

19. What do you feel was the major reason for the degree of your acceptance or rejection?

20. In terms of education in the inner city what do you consider to be the one or two major problems?

21. Do you think the recruitment of more provisional teachers could help to correct these problems?

DIRECTIONS: From the adjectives listed below please put a check in front of the six or seven that you feel best describe the children you taught during your first year as a provisional teacher.

<input type="checkbox"/> alert	<input type="checkbox"/> honest	<input type="checkbox"/> violent
<input type="checkbox"/> aloof	<input type="checkbox"/> hostile	<input type="checkbox"/> witty
<input type="checkbox"/> ambitious	<input type="checkbox"/> hyperactive	
<input type="checkbox"/> bitter	<input type="checkbox"/> idealistic	
<input type="checkbox"/> calm	<input type="checkbox"/> impulsive	
<input type="checkbox"/> cautious	<input type="checkbox"/> indifferent	
<input type="checkbox"/> complacent	<input type="checkbox"/> insolent	
<input type="checkbox"/> considerate	<input type="checkbox"/> intelligent	
<input type="checkbox"/> cooperative	<input type="checkbox"/> lazy	
<input type="checkbox"/> courteous	<input type="checkbox"/> lethargic	
<input type="checkbox"/> creative	<input type="checkbox"/> loyal	
<input type="checkbox"/> cultured	<input type="checkbox"/> methodical	
<input type="checkbox"/> curious	<input type="checkbox"/> moody	
<input type="checkbox"/> cynical	<input type="checkbox"/> noisy	
<input type="checkbox"/> dishonest	<input type="checkbox"/> passive	
<input type="checkbox"/> emotional	<input type="checkbox"/> perplexed	
<input type="checkbox"/> enthusiastic	<input type="checkbox"/> playful	
<input type="checkbox"/> envious	<input type="checkbox"/> prejudicial	
<input type="checkbox"/> evil	<input type="checkbox"/> quiet	
<input type="checkbox"/> forceful	<input type="checkbox"/> rebellious	
<input type="checkbox"/> friendly	<input type="checkbox"/> sad	
<input type="checkbox"/> frustrated	<input type="checkbox"/> shy	
<input type="checkbox"/> gentle	<input type="checkbox"/> talkative	
<input type="checkbox"/> happy	<input type="checkbox"/> unemotional	

//

Dear Sir or Madam:

Approximately two weeks ago you were sent a questionnaire concerning the Chicago Teacher Corps Program. In case you have not had an opportunity to return your questionnaire, this second letter is being sent as a reminder. As stated in the original letter your answers will be confidential and anonymous. Many of the forms have been returned and conclusions about the success, failure, value, etc. of the program are being formulated at this time. If you wish your opinions to be included in the study, please return your questionnaire.

You can write me a brief note if you have misplaced the original questionnaire, and I shall immediately send you another one.

If you have already returned your questionnaire, allow me to thank you for your cooperation.

Yours truly,

Ernest C. Billups

/ /

Dear Sir or Madam:

Approximately two weeks ago you were sent a questionnaire concerning provisional teachers in selected inner city schools in Chicago. In case you have not had an opportunity to return your questionnaire, this second letter is being sent as a reminder. As stated in the original letter your answers will be confidential and anonymous. Many of the forms have been returned and conclusions are being formulated at this time. If you wish your opinions to be included in the study, please return your questionnaire.

If you have already returned your questionnaire, allow me to thank you for your cooperation,

Yours truly,

Ernest C. Billups

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APPROVAL SHEET

The dissertation submitted by Ernest C. Billups has been read and approved by members of the School of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

May 19, 1972
Date

Joseph J. Billups
Signature of Advisor